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ABSTRACT

A bibliography of 238 journal articles, most of which are annotated, is presented that covers various aspects of the status of the minority student in American higher education. In addition, a list of research studies on college student attrition and persistence is included, since many of these studies may have special implications for low income and ethnic minority students. The publication dates of the articles range from 1957 to 1981, but most were published during the past 5 years. An outline is presented to locate references and article summaries by topical areas. On background and family, the following specific topics are covered: the structure of relations, social and economic status, parents' values and attitudes, students' values and attitudes, and community service orientation. Other topics that are covered include: enrollment patterns, testing and admissions, minority student adjustment, the student college relationship, student achievement, special academic programs, the status of minority students in graduate and professional schools, faculty and administrators, the residential experience, social life, social support programs, and counseling and personal support programs. Research on college student persistence and attrition is cited that covers institutional environment factors affecting minorities, background and family factors, academic achievement factors, and social and personality factors. (SW)

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THE MINORITY STUDENT IN HIGHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY

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THE MINORITY STUDENT IN HIGHER EDUCATION

The references and article summaries first included in this bibliography were generated during my work on a literature review of this topic for Dr. J. Herman Blake, Provost of Oakes College at UC Santa Cruz. The orginal bibliography has since been supplemented with additional references and summaries contributed by participants in the 1982 Faculty Mentor Program for minority undergraduates. The program is sponsored by the Graduate Division at UC Santa Cruz, and for for the past three years I have been teaching basic research skills to the students involved.

This partially annotated bibliography now consists of 238 journal articles dealing with various aspects of the status of the minority student in American higher education. There are also a number of references to the research literature on college student attrition and persistence, since many of these studies may have special implications for low income and ethnic minority students. The publication dates of the articles that are included here range from 1957 to 1981, but most of them were published during the past five years.

Nubra Elaine Floyd
University of California

June 29, 1982

The following outline may be used to locate references and article summaries by topic area. It is intended as a cross-reference guide to the bibliography, which is arranged by first author in alphabetical order:

THE MINORITY STUDENT IN HIGHER EDUCATION

1. OVERVIEW

1.1. PATTERNS OF ENROLLMENT

Arce (1976)
Chronicle (1981)
Clift (1969)
Cope (1973)
English & Settle (1976)
Gordon (1976)
Gordon (1977)
Muhs, Popp & Patterson (1979)
Peterson & Peterson (1974)
Rafky (1972)
Reed (1978)
Rosser (1972)
Sedlacek, Brooks & Mindus (1972)
Sedlacek, Merritt & Brooks (1975)
Sedlacek & Pelham (1976)
Spearman (1981)
Willie (1981)

1.2. TESTING AND ADMISSIONS

Aguirre (1979)
Boyd (1977)
Carrington & Sedlacek (1975)
Goldman & Hewittt (1975)
Goldman & Widawski (1976)
Gordon (1977)
Gordon & Green (1974)
Gustavus (1972)
Longstreth (1978)
Harrison & Rayburn (1979)
Richmond (1979)
Silverman, Barton & Lyon (1976)
Spurlock (1976)
Thomas (1980)
Willie (1981)

1.3. MINORITY STUDENT ADJUSTMENT

Anderson et al (1979)
Ashbaugh et al (1973)
Bradfield (1967)
Colquit (1976)
Dawkins & Dawkins (1980)
Dinka (1980)
Elam (1978)
English & Settle (1976)
Friedlander (1980)
Gordon (1977)
Johnson & Brunn (1980)
Kohen, Nestel & Karmas (1978)
Hill (1975)
Lyons (1973)
Meyers (1974)
Monroe (1973)
Noel & Hurbach (1978)
Pantages & Creedon (1978)
Parrish (1976)
Peterson & Peterson (1974)
Pfeifer & Sedlacek (1974)
Rafky (1973)
Rosser (1972)
Scott (1978)
Slaby & Sealy (1973)
Spearman (1981)
Terenzini & Pascarella (1980)
Willie & Levy (1972)
Willie (1981)

2. FACTORS IN MINORITY STUDENT ADJUSTMENT

2.1.1. BACKGROUND AND FAMILY: STRUCTURE OF RELATIONS

Garza & Widlak (1976)
Glautz (1976)
Jarmon (1976
Kandel (1971)
Moynihan (1965)
Smith (1975)

2.1.2. BACKGROUND AND FAMILY: SOCIAL AND ECONOMIC STATUS

Antonovsky (1967)
Baxter (1976)
Bradfield (1967)
Busk, Ford & Schulman (1967)
Clift (1969)
Gordon & Green (1974)
Holmes (1977)
Kuvlesky & Thomas (1971)
Marcum & Tienda (1978)
Martinez (1979)
Medley & Johnson (1976)
Monro (1972)
Moynihan (1965)
Ovando (1978)
Peterson & Peterson (1974)
Poussaint & Atkinson (1968)
Poussaint & Atkinson (1970)
Ramey & Campbell (1976)
Rhodes & Nam (1970)
Selby (1973)
Smith (1975)
Spurlock (1976)
Stake (1973)
Stewart (1975)

2.1.3. BACKGROUND AND FAMILY: PARENTS' VALUES AND ATTITUDES

Greeley & Sheatsley (1971)
Kandel (1971)
Poussaint & Atkinson (1968)
Poussaint & Atkinson (1970)
Ramey & Campbell (1976)
Rhodes & Nam (1970)
Sedlacek, Brooks & Mindus (1973)
Smith (1975)

2.1.4. BACKGROUND AND FAMILY: STUDENTS' VALUES AND ATTITUDES

Aiken (1979)
Berman & Haug (1975)
Dixon-Altenor & Altenor (1972)
Guggenheim (1969)
Harrison (1959)
Hill (1975)
Lindsay & Harris (1977)
Martinez (1979)
Monro (1972)
Moynihan (1965)
Muhs, Popp & Patterson (1979)
Ovando (1978)
Pfeifer & Sedlacek (1974)
Poussaint & Atkinson (1968)
Poussaint & Atkinson (1970
Rhodes & Nam (1970)
Scott (1976)
Scott (1977)
Smith (1975)
Spearman (1981)
Taylor (1977)
Vela (1977)

2.1.5. BACKGROUND AND FAMILY: COMMUNITY SERVICE ORIENTATION

Back & Simpson (1964)
Baird (1976)
Bush (1977)
Cabello-Argandona (1976)
Dicesare et al (1972)
Gordon (1973)
Gullerud (1977)
Keefe & Casas (1980)
Lindsay & Harris (1977)
Martinez (1979)
Monro (1972)
Scott (1976)
Smith (1975)
Souflee & Schmitt (1974)
Spearman (1981)

2.2.1. STUDENT/COLLEGE ENVIRONMENT FIT: DISCREPANT STATUSES

Anderson et al (1979)
Astin (1979)
Baird (1978)
Bayer & Boruch (1969)
Centra (1970)
Dinka (1980)
Elam (1978)
Harper (1971)
Hedegard & Brown (1969)
Johnson (1975)
Kanter (1977)
Lyons (1973)
Mannan & Preusz (1980)
Martinez (1979)
Peterson & Peterson (1974)
Scott (1977)
Scott (1978)
Shingles (1979)
Spearman (1981)

2.2.2. STUDENT/COLLEGE ENVIRONMENT FIT: DISCREPANT PERCEPTIONS

Babbit & Burbach (1979)
Carrington & Sedlacek (1975)
Dawkins & Dawkins (1980)
Elam (1978)
Erwin (1976)
Gibbs (1973)
Gould (1980)
Kanter (1977)
Keith (1972)
Marks (1967)
Merritt, Sedlacek & Brooks (1977)
Newman & Newman (1978)
Noel & Burbach (1978)
Pfeifer & Schneider (1974)
Vela (1977)

2.3.1 ACADEMIC LIFE: STUDENT ACHIEVEMENT

Astin (1964)
Brown & Erwin (1979)
Dalton et al (1977)
Dawkins & Dawkins (1980)
Hall (1975)
Hanson & Taylor (1974)
Herson (1968)
Hill (1966)
Jones, Harris & Hauck (1975)
Iyons (1972)
Muhs, Popp & Patterson (1979)
Noel & Burbach (1978)
Pfeifer & Sedlacek (1971)
Pfeifer & Sedlacek (1974)
Rafky (1972a)
Rayburn & Hayes (1970)
Rosser (1972)
Sedlacek (1974)
Spearman (1981)
Turner (1973)

2.3.2. ACADEMIC LIFE: SPECIAL PROGRAMS

Brown & Erwin (1979)
Friedlander (1980)
Gordon (1977)
Haynes & Pittman (1976)
Herson (1968)
Hunt & Hardt (1969)
Julian & Layne (1975)
Kaye (1972)
Keith (1972)
Lacy (1978)
Lyons (1972)
Lyons (1973)
Meyers (1974)
Mingle (1978)
Newlon & Gaither (1980)
Rafky (1972a)
Rafky (1972b)
Rafky (1972b)
Rafky (1973)
Ray (1976)
Rayburn & Hayes (1970)
Record (1973)
Record (1974a)
Reed (1978)
Rist (1970)
Rochin (1973)
Rose (1965)
Rosser (1972)
Russell (1975)
Smith (1975)
Taylor, Roth & Hanson (1971)
Turner (1973)

2.3.3. ACADEMIC LIFE: STATUS IN GRADUATE AND PROFESSIONAL SCHOOLS

Baird (1976)
Bucher et al (1969)
Carrington & Sedlacek (1977)
Davidson (1970
Gregg (1972)
Gullerud (1977)
Kanter (1977)
McCarthy & Wolfle (1975)
Meyers (1977)
Pascarella & Terenzini (1979)
Peterson & Peterson (1974)
Rosser (1972)
Spearman (1981)
Spurlock (1976)

2.3.4. ACADEMIC LIFE: STATUS IN FACULTY AND ADMINISTRATION

Andrulis & Friedman (1975)
Back & Simpson (1964)
Clemente (1974)
Fischer (1974/5)
Freeman (1975)
Garcia (1974
Gordon (1977
Gould (1980)
Kanter (1977)
Keith (1972)
Peterson & Peterson (1974)
Poussaint (1976
Rafky (1972a
Rafky (1972b)
Rafky (1972c)
Rafky (1972d)
Rafky (1973)
Record (1973)
Record (1974b)
Rist (1970)
Rosser (1972)
Scott (1977)
Scott (1981)
Spearman (1981)
Spurlock (1976)
Taylor (1977)

2.4.1. STUDENT LIFE: THE RESIDENTIAL EXPERIENCE

Alfert (1966)
Daniel (1976)
Johnson & Brunn (1980)
Kamens (1978)
Lacy (1978)
Marks (1967)
Merritt et al (1977)
Meyers (1974)
Monroe (1973)
Moos (1978)
Moos et al (1975)
Muskat (1979)
Sedlacek, Brooks & Mindus (1973)
Slaby & Sealy (1973)
Taylor, Roth & Hanson (1971)
Toupin & Luria (1975)
Willie & Levy (1972)

2.4.2. STUDENT LIFE: THE SOCIAL EXPERIENCE

Centra (1970)
Colquit (1976)
Dicesare et al (1972)
Garza & Widlak (19769
Hedegard & Brown (1969)
Henton (1976
Jones, Harris & Hauck (1975)
Melton (1976
Merritt et al (1977)
Monroe (1973
Noel & Burbach (1978)
Parrish (1976)
Peretti (1976a)
Peretti (1976b;1977)
Pfeifer & Schneider (1974)
Scott (1977)
Scott (1978)
Slaby & Sealy (1973)
Toupin & Luria (1975)
Willie & Levy (1972)

2.4.3. STUDENT LIFE SOCIAL SUPPORT PROGRAMS

- Friedlander (1980)
- Gordon (1977)
- Herson (1968)
- Hill (1975)
- Johnson (1975)
- Mannan & Preusz (1980)
- Parrish (1976)
- Spearman (1981)
- Westbrook & Smith (1976)
- Willie & Levy (1972)

2.4.4. STUDENT LIFE: COUNSELING AND PERSONAL SUPPORT PROGRAMS

- Ashbaugh et al (1973)
- Cheatham (19769
- Colquit (1976)
- Duckro, Duckro & Beal (1976)
- Friedlander (1980)
- Furlong et al (1979)
- Gilsdorf (1978)
- Keefe & Casas (1980)
- Slaby & Sealy (1973)
- Westbrook & Smith (1976)
- Willie & Levy (1972)

3. RESEARCH ON COLLEGE STUDENT ATTRITION AND PERSISTENCE

3.1. BACKGROUND AND FAMILY FACTORS

- Aiken (1964)
- Brown & Ervin (1979)
- Chase (1970)
- Cope (1972)
- Gottfredson & Becker (1981)
- Gustavus (1972)
- Hackman & Dysinger (1970)
- Hill (1966)
- Kandel (1978)
- Lunneborg & Lunneborg (1966)
- Mannan & Preusz (1980)
- Pascarella & Terenzini (1980a)
- Pantages & Creedon (1978)
- Prediger (1965)
- Prediger (1966)
- Prediger (1970)
- Selby (1973)
- Spady (1970)
- Terenzini & Pascarella (1980)
- Warriner, Foster & Trites (1966)

3.2. INSTITUTIONAL ENVIRONMENT FACTORS

- Alfert (1966)
- Astin (1964)
- Betz et al (1970)
- Campbell (1971)
- Cope (1972)
- Cope (1973)
- Dicesare et al (1972)
- Donato & Fox (1970)
- Kegan (1978)
- Koile, Harken & Draeger (1966)
- Nelson (1966)
- Newlon & Gaither (1980)
- Pantages & Creedon (1978)
- Pascarella (1974)
- Pascarella & Terenzini (1980a)
- Pascarella & Terenzini (1980b)
- Pervin (1967)
- Pervin (1968)
- Reed (1978)
- Sedlacek (1974)
- Shingles (1979)
- Spady (1970)
- Spurlock (1976)
- Taylor, Roth & Hanson (1971)
- Terenzini & Pascarella (1980)
- Williams (1966)
- Williams (1967)

3.3. ACADEMIC ACHIEVEMENT FACTORS

Astin (1964)
Bianchi & Bean (1980)
Dalton et al (1977)
Demos (1968)
Faunce (1968)
Gadzella & Bentall (1967)
Hall (1970)
Hanson & Taylor (1970)
Heilbrun (1965)
Hill (1966)
Kubiniec (1970)
Lunneborg & Lunneborg (1966)
Newlon & Gaither (1980)
O'Shea (1969)
Pantages & Creedon (1978)
Pascarella (1975)
Pascarella & Terenzini (1978)
Pascarella & Terenzini (1979)
Pascarella & Terenzini (1980a)
Pascarella et al (1978)
Pervin (1968)
Prediger (1965)
Prediger (1966)
Prediger (1970)
Rose (1965)
Spady (1970)
Taylor, Roth & Hanson (1971)
Terenzini & Pascarella (1977)
Terenzini & Pascarella (1980)

3.4. SOCIAL AND PERSONALITY FACTORS

Alfert (1966)
Anderson (1981)
Baker & Bohdan (1980)
Bayer (1968)
Bianchi & Bean (1980)
Churchill & Iwai (1981)
Cope (1970)
Daniel (1967)
Demos (1968)
Dicesare et al (1972)
Faunce (1968)
Gottfredson & Becker (1981)
Grace (1957)
Gustavus (1972)
Hackman & Dysinger (1970)
Hannah (1971)
Hanson & Taylor (1970)
Heilbrun (1965)
Johnson (1970)
Kaye (1972)
Kubiniec (1970)
Mannan & Preusz (1980)
Marks (1967)
Muskat (1979)
O'Shea (1969)
Pantages & Creedon (1978)
Pascarella (1975)
Pascarella (1980)
Pascarella & Terenzini (1978)
Pascarella & Terenzini (1979)
Pascarella & Terenzini (1980a)
Pascarella & Terenzini (1980b)
Pervin (1968)
Pervin & Rubin (1967)
Rose (1965)
Selby (1973)
Spady (1970)
Taylor, Roth & Hanson (1971)
Terenzini & Pascarella (1977)
Terenzini & Pascarella (1980)
Williams (1966)

* * * *

AUTHOR: Aguirre, Adalberto, Jr.
AFFILIATION: University of Wisconsin
Madison, Wisconsin 53706

TITLE: Chicanos, Intelligence Testing and the Quality of Life
PUBLISHED: Education Research Quarterly; v4 n1 p3-12
1979

AUTHOR: Aiken, Lewis R.
AFFILIATION: University of North Carolina
Greensboro

TITLE: The Prediction of Academic Success and Early Attrition by Means of a Multiple-choice Biographical Inventory
PUBLISHED: American Educational Research Journal; v1 n2 p127-135
1964

DESCRIPTOR: Correlational study report

Procedure I: in 1962 a Biographical Inventory (BI) was administered to 1,006 incoming freshmen at the Women's College of the University of North Carolina, and two samples of 100 students each were subsequently selected at random from those successfully completing the first quarter for analysis of the relationship between grade point average (GPA) and items on the BI. The relationship of Scholastic Aptitude Test (SAT) scores, high school class rank, and high school class size to college GPA was also analyzed.

Results: The BI showed higher correlation with academic achievement than any of the other predictors; The multiple correlation coefficient increased from r=.55 for SAT, high school class rank, and high school class size combined to r=.68 when the BI was included as well; Analysis of BI items indicated that academically successful students were more likely to have been in the top 5% of their high school classes or received other scholastic honors; They were more likely to average 11 or more hours a week of study time; They were more likely to have anticipated problems in friendship and dating; They were more likely to have two or more sisters attending the college; They were also more likely to have a family income of over $10,000 a year.

Procedure II: A group of 50 women who withdrew from the college before or at midsemester were compared with 50 randomly selected students who did not withdraw for SAT scores, rank in high school class, and predicted GPA.

Results: The SAT scores for the two groups were identical, whereas high school class rank and predicted GPA were both significantly higher for the group that did not withdraw; Analysis of BI items indicated that those who withdrew were less likely to have been in the top 5% of their high school classes or awarded other honors for scholarship; They tended to live more than 100 miles from the college; They tended to know their vocational plans, had not been awarded scholarships, and did not consider themselves likely to graduate from the college when they entered.

Implications: It is concluded that scholastic aptitude appears not to be as important in determining college persistence as biographical and motivational factors.

Notes: There is no indication of the proportion of ethnic minority students in the college or among the group of that withdrew, but it does seem that they were in a position similar to that of many of the minority students who have first year adjustment problems at predominantly White institutions. [N.F.F.]

AUTHOR: Aiken, Lewis R.
AFFILIATION: Department of Educational and Counseling Psychology
University of the Pacific

TITLE: Educational Values of Anglo American and Mexican American College Students
PUBLISHED: Journal of Psychology; v102 n2 p317-321
1979

DESCRIPTOR: Correlational study report

Subjects: An Educational Values Inventory (EVI) conceptually related to the Allport-Vernon-Lindzey study of values was administered to 334 students enrolled in undergraduate general psychology courses. Some were courses taught at a university in South Texas, and some were taught at a university in Northern California. The EVI was composed of 24 items designed to assess six educational values: aesthetic, leadership, philosophical, scientific, social, and vocational. Since no significant differences were found between the EVI responses of the Texas and California groups, the two samples were combined for the analysis, and from this pool a final sample of 300 was selected consisting of four groups of 75 each: Anglo American men, Anglo American women Mexican American men, Mexican American women.

Procedure: A 2x2 (ethnicity by sex) analysis of covariance was conducted for each of the six EVI variables. The four covariates were age, year in school, grade point average, and socioeconomic status as determined from responses to the personal data items on the questionnaire.

Results: When adjusted group means were compared it was found that: The highest two means for all groups were for vocational value and social value; The ethnicity by sex interaction was not significant for any of the variables; The only main effect of etnicity was for leadership value with Mexican Americans scoring significantly higher that Anglo Americans; Main effects for sex were found on aesthetic value, philosophical value, and social value with women scoring significantly higher than men on each of these variables.

Implications: It is concluded that the high scores for vocational value in all groups is consistent with the observation that today's college students are more concerned with marketable skills than with the humanistic and philosophical concerns that reportedly characterized their counterparts a decade ago. The higher leadership value for Mexican Americans is seen as consistent with findings reported elsewhere of greater authoritarianism in Mexican American college students, but it is noted that their social value scores are not as high as might be expected from research reporting greater cooperativeness and social orientation among Mexican American children than among Anglo children.

Notes: Response bias and demand characteristics associated with administering the FVI in psychology courses should be considered it seems. [N.E.F.]

AUTHOR: Alfert, Elizabeth
AFFILIATION: Student Health Service
University of California
Berkeley

TITLE: Housing Selection, Need Satisfaction and Dropout From College
PUBLISHED: Psychological Reports; v19 n1 p183-186
1966

AUTHOR: Anderson, Kristine L.
AFFILIATION: Florida Atlantic University

TITLE: Post Highschool Experiences and College Attrition
PUBLISHED: Sociology of Education; v54 n1 p1-15
1981

AUTHOR: Anderson, William, Jr.
AUTHOR: Frierson, Henry
AUTHOR: Lewis, Toye
AFFILIATION: University of North Carolina
Chapel Hill

TITLE: Black Survival in White Academe
PUBLISHED: Journal of Negro Education; v48 n1 p92-102
1979

AUTHOR: Andrulis, Dennis P.
AUTHOR: Friedman, Thomas
AFFILIATON: University of Texas
Austin

TITLE: Black Professionals in Predominantly White Institutions of Higher Education--An Examination of Some Demographic and Mobility Characteristics
PUBLISHED: Journal of Negro Education; v44 n1 p6-11
1975

DESCRIPTOR: Survey report (questionnaire)

Procedure: A directory of 4500 Black faculty and administrators from over 1600 predominantly White colleges and universities was compiled, and a proportionate number were randomly selected from each state (all were selected if there were only a few in that state). Those selected were requested to respond to an anonymous survey. There were 2700 such requests that were sent, 1700 that were returned, and about a third of the total return (559) that was coded for study. This final sample consisted of 405 males and 154 females.

Results: The largest percentage (24%) were born in the South, but most (18%) said their last position was in the East and most said their current position was in the Central (22%) or Midwestern (23%) states; Most (42%) were and had been employed in institutions with 5,000 or less students, but more were currently (20%) in schools with 10,000 to 15,000 students than had been (8%); Females constituted 28% of the full-time faculty, were concentrated mainly at the lower ranks (instructor, assistant professor), and consituted the highest proportion (34%) of the youngest age group (20-29), while Black males made up the largest proportion (43.1%) of the 30-39 age group; Most of the respondents had been in their present positions an average of one to three years, and only 46% indicated previous employment; The median salary was $12,000 for nine months with 18% earning $19,000 or more and 15% earning less than $9,000 for that period; Public institutions employed 76% of these minority professionals; A considerable number (35%) had moved from Black to White institutions, but a much larger number (65%) had moved from one White institution to another that was probably larger and to a higher position; One third (134 males and 37 females) of the group selected for analysis had received a PhD or an EdD.

Implications: It is concluded that females appear to be receiving promotions at less than the doctoral level; It is also noted that only 46% of the sample indicated previous employment. [N.E.F.]

AUTHOR: Antonovsky, Aaron
AFFILIATION: Isreal Institute of Applied Social Research
Jerusalem

TITLE: Aspirations, Class, and Racial-Ethnic Membership
PUBLISHED: Journal of Negro Education; v36 n4 p385-393
1967

DESCRIPTOR: Survey report (interview)

Subjects: In 1958 interviews were conducted with 378 tenth grade boys and girls attending five of the high schools in a large northern city. Senior guidance counselors were trained to conduct the interviews. One of the schools was described as lower middle to upper middle class, three as lower to lower middle class, and one as predominantly lower class.

Procedure I: Respondents were coded as White, Negro of Puerto Rican by the interviewer and designated as lower class or middle class on the basis of the occupation of the head of household. They were asked eight questions dealing with future socioeconomic/educational aspirations and expectations, and the proportion of each of the six groups giving "high" responses was determined.

Results: Middle class Whites clearly showed the highest level of aspiration and expectations; Lower class Puerto Ricans tended to show a lower level of aspiration than the other groups on most of the items; The two Negro groups, the Lower class whites and the middle class Puerto Ricans tended to show a similar pattern of response to all items.

Procedure II: The students were also asked how they would feel about being in each of ten different occupations, and their responses were compared with ratings given to those same occupations in a 1947 national survey.

Results: The ranked choices of the middle class White boys followed those of the national sample quite closely; The lower class Puerto Rican boys tended to differ most from the national sample. It was also noted that 82% of the middle class White students were enrolled in a college prepatory program as compared to 63% of the middle class Puerto Ricans, 59% of the middle class Negroes, 55% of the middle class Whites, 52% of the lower class Negroes, and 42% of the lower class Puerto Ricans.

Implications: The findings are discussed in light of those obtained in an earlier study conducted in a small, highly industrialized, northern city, and it is noted that lower class Negroes in both settings showed higher levels of aspiration than might be expected given their situations. It is also suggested that these aspirations lack realism and reflect more escapism than meaningful motivation toward change.

Notes: The concept of dissociation which is used to explain the "unrealistic" expectations of the Negro students seems unnecessarily psychodynamic given the social and political climate of the 1950s. [N.E.F.]

AUTHOR: Arce, Carlos H.
AFFILIATION: University of Michigan
Survey Research Center
Ann Arbor, Michigan 48109

TITLE: Chicanos in Higher Education
PUBLISHED: Integrated Education; v14 n3 p14-18
1976

DESCRIPTOR: Demographic analysis

Procedure: Data from the Census Bureau's March and October 1974 Current Population Surveys was used to study Chicano and Spanish origin participation in higher education:

Educational Attainment Figures*:

Students' Background	Highschool	One Year College
Chicanos	29%	9%
Whites	63%	26%
Blacks	41%	14%

*(These figures are for individuals 25 years or older as of March 1974).

Chicano College Enrollment Figures:

	MEN		WOMEN	
Age Group	Number	Percent Enrolled	Number	Percent Enrolled**
18-19	20,000	16%	26,000	21%
20-21	14,000	16%	15,000	14%
22-24	13,000	9%	10,000	6%
25-29	26,000	12%	7,000	6%
30-34	11,000	5%	--	0%
Totals	84,000	11%	58,000	7%

**(Figures for October 1973).

Implications: The demographic data is used to develope a brief profile of the average Chicano freshman, and it is concluded that more information is needed concerning the social dynamics effecting the experience of Chicano students and faculty. Chicano visibility in the academic community is discussed, and some historical perspective is provided on the effects of academic colonialism on Chicano participation in higher education. [R.A./N.E.F.]

AUTHOR: Ashbaugh, Jo-Ann
AUTHOR: Levin, Cynthia
AUTHOR: Zaccaria, Lucy
AFFILIATION: University of Illinois at Chicago Circle

TITLE: Persistence and the Disadvantaged College Student
PUBLISHED: Journal of Educational Research; v67 n2 p64-66
1973

DESCRIPTOR: Field study report

Subjects: The 118 students at the University of Illinois at Chicago Circle who participated in the Urban Education Special Advisement Program during the academic year 1967-68 were studied to determine factors related to their persistence at an urban commuter university. The sample included White students (46%) and Black students (46%) as well as those from Spanish-speaking and Asian backgrounds (8%).

Procedure: The persister group consisted of 48 students (22 men and 26 women) who had completed two years of academic work in good standing with cumulative GPAs of 3.0 (C) or above. The nonpersister group consisted of 70 students (32 men and 38 women) who had discontinued their studies by the end of one year and were in academic difficulty at the time of withdrawal. All students had completed a battery of aptitude and interest tests prior to their enrollment in the university, and their highschool percentile rank (HSPR) and American College Test (ACT) scores were obtained at that time as well. College grade point average (GPAs) and number of contacts made with the Student Counseling Service were also used to compare the persisting and nonpersisting groups.

Results: Academic aptitude (as measured by ACT scores) was significantly higher for persisting than for nonpersisting women; This was not found to be the case for men; Highschool achievement (as measured by HSPR) and academic motivation (as assessed by a sentence completion test) were found to have no bearing on persistence; Men who persisted used the counseling services much more than those who did not and showed a slightly lower level of aptitude.

Implications: It is concluded that the much greater use of counseling assistance by persisting males reinforces the efficacy of this form of personalized support for disadvantaged students. It is also suggested that the significantly greater variablity in the use of these resources by the men reinforces the hypothesis of greater cultural conflict among disadvantaged males than females, and that extensive research is needed to determine how much counseling can contribute to the college success and cultural assimilation of educationally disadvantaged students.

Notes: It is not clear how seeking counseling is an act of cultural conformity in a society in which the value of counseling services must be demonstrated and defended academically. [N.E.F.]

AUTHOR: Astin, Alexander W.
AFFILIATION: National Merit Scholarship Corporation
Evanston, Illinois

TITLE: Personal and Environmental Factors Associated with College Dropouts Among High Aptitude Students
PUBLISHED: Journal of Educational Psychology; v55 n4 p219-227
1964

AUTHOR: Babbit, Charles F.
AFFILIATION: Edinboro State College

AUTHOR: Brown, Sidney E.
AUTHOR: Ervin, Leroy, Jr.
AFFILIATION: University of Georgia

TITLE: Relationship of Special Studies to Dropout Rates of Black and White College Students
PUBLISHED: Psychological Reports; v44 n1 p73-74
1979

AUTHOR: Burbach, Harold J.
AFFILIATION: University of Virginia

TITLE: Perceptions of Social Control Among Black College Students
PUBLISHED: The Journal of Negro Education: v48 n1 p37-42
1979

DESCRIPTOR: Institutional analysis report (survey questionnaire)

Procedure: Black students attending a large, prestigious, urban university that was predominantly White were compared compared in terms of their perceptions of social control with Black studnets attending a somewhat less academically prestigious urban college that was also largely White and those attending a relatively new urban center with a small two year remedial and vocational program.

Results: The students attending the prestigious university were found to be most critical of their school's authority structure; The students at the urban center were found to be least critical of their school's authority structure. [N.E.F.]

AUTHOR: Back, Kurt W.

AUTHOR: Simpson, Ida Harper
AFFILIATION: Duke University

TITLE: The Dilemma of the Negro Professional
PUBLISHED: Journal of Social Issues; v20 n2 p60-70
1964

DESCRIPTOR: Discussion of issues

Topic of Discussion: The effects of segregation on the concentration of Negro in the "protected" professions where they have Negro clientele and the support of the Negro community Census data and case material are used [illegible] antiate the issues raises and the theoretical analysis offered.

Major Points: Uses the case of the Negro medical student to represent the conflict of ambiguous status and shifting norms encountered in different regions of the country and in different kinds of institutions; Racial consciousness, career decisons and preferences and the personality profiles of those who come into the profession via these paths are discussed. [N.E.F.]

AUTHOR: Baird, Leonard L.
AFFILIATION: Educational Testing Service

TITLE: Biographical and Educational Correlates of Graduate and Professional School Admissions Test Scores
PUBLISHED: Educational and Psychological Measurement; v36 n2 p415-420
1976

DESCRIPTOR: Correlational study report

Procedure: A national sample of 21,000 seniors at 94 colleges who responded to a questionnaire (The College Senior Survey) during the Spring of 1971 was used to obtain information in 14 areas. The areas included: biographical data; self ratings; work values; academic and vocational histories; nonacademic and creative accomplishments; perceptions of the college; perceptions of five careers; perceptions of five types of graduate schools; influences in planning graduate careers; finances; vocational and educational plans; application experiences; reasons for choosing a graduate of professional school; and grades. Reports of GRE, SAT, and MCAT scores were also obtained.

Results: Correlational analysis showed that in general test scores were associated with characteristics reflecting academic success, confidence in academic abilities, and having interests and values generally congruent with the academic way of life; Test scores were also found to be associated with some personal characteristics which might be interpreted as showing bias in the tests (students from higher SES backgrounds and Jewish males scored higher on most of the tests, and most tests showed a negative correlation to those variables involving relating to other people).

Implications: It is concluded that "the tests seem to be doing their job... high scorers are the kinds of students that graduate and professional schools seem to want." [N.E.F.]

AUTHOR: Baird, Leonard L.
AFFILIATION: Developmental Research Division
Educational Testing Service
Princeton, New Jersey

TITLE: Theoretical Approaches to the College Environment
PUBLISHED: Journal of College Student Personnel; v19 n4 p309-313
1978

DESCRIPTOR: Discussion of issues

Topic of Discussion: Proposes criteria for theories of how colleges work with emphasis on testable theoretical predictions.

Major Points: Suggests three promising theoretical approaches: role theory; organizational psychology; social ecological analysis (path analysis of interrelations of demographic, social-organizational and environmental variables with some criterion of group outcomes).

Notes: The application of a theoretical model such as social ecological analysis would no doubt serve to point up the specific ways in which predominantly White colleges tend to be socially alienating environments for ethnic minority students and why such institutions may be difficult places for these students to develop satisfying self images. [N.E.F.]

AUTHOR: Baker, Robert W.
AUTHOR: Bohdan, Siryk
AFFILIATION: Department of Psychology
Clark University

TITLE: Alienation and Freshman Transition Into College
PUBLISHED: Journal of College Student Personnel; v21 n5 p437-442
1980

AUTHOR: Baxter, Milton
AFFILIATION: Professor of English
Borough of Manhattan Community College and
Curriculum Developer and Researcher
Brooklyn College

TITLE: Educating Teachers About Educating the Oppressed
PUBLISHED: College English; v37 n7 p677-681
1974

DESCRIPTOR: Discussion of issues

Topic of Discussion: A radical resolution adopted by members of the Conference on College Composition and Communication (CCCC) which affirms "the student's right to their own patterns and varieties of language--the dialects of their nurture or whatever dialects in which they find their own identity and style..."

Major Points: The CCCC statement has ignored the distinction between spoken and written expression when it is generally agreed that dialect users must still learn to write according to the usages and conventions of Edited American English (EAE); It has ignored the social aspect of a dialect such as Black

English Vernacular (BEV), which, unlike most regional dialects, is specifically associated with a stigmatized social status; It has ignored the network of speech related behavior that is an integral part of the communication process, which teachers from different cultural backgrounds will find difficult to interpret and may also find inappropriate to what is defined as classroom decorum.

Implications: It is concluded that teachers must be provided with retraining that focuses not only on the grammatical characteristics of BEV but also on culturally defined speech related behavior and on the apprehensions of students who speak a dialect which carries no prestige in the society.

Notes: Also emphasizes the need to consider each student individually without preassumptions about the homogeneity of the Black student population in terms of attitudes toward classroom use of dialect oriented materials; It seems a similar concern in appropriate in the case of other programmatic reforms that are undertaken in the interest of making the ethnic minority student more comfortable in the educational setting. [N.E.F.]

AUTHOR: Bayer, Alan E.
AFFILIATION: American Council of Education
Washington, D.C.

TITLE: College Dropout Factors Effecting Senior College Completion
PUBLISHED: Sociology of Education; v41 n3 p305-316
1968

AUTHOR: Bayer, Alan E.
AFFILIATION: Research Sociologist
AUTHOR: Boruch, Robert F.
AFFILIATION: Research Associate
Office of Research
American Council of Education

TITLE: Black and White Freshmen Entering Four Year Colleges
PUBLISHED: Educational Record; v50 n4 p371-386
1969

DESCRIPTOR: Longitudinal survey report (questionnaire)

Subjects: In Fall 1968 questionnaires were administered to a representative sample of more than 300,000 entering college freshmen including 5,384 Blacks in 19 predominantly Black four year colleges and another 1996 Blacks as well as 75,820 Whites in 200 predominantly White four year colleges. Data from a 1966 ACE survey is also presented.

Results of the 1968 survey : The proportion of males (53%) to females (47%) e students differed somewhat from the figures for Black who were

45% male in the White colleges and 42% male in the Black colleges; Twice as many Black as White students were 23 years of age or older; Blacks were far less likely to report no religious preferences (particularly in the Black colleges); More than 14% of the Blacks at Black colleges were raised on farms; At the White colleges substantially more Blacks than Whites were from large cities; Whites were three times more likely that Blacks to come from city suburbs.

Results from the 1966 sample: Blacks at Black colleges scored an average of two standard deviations below Whites on college entrance examinations; The discrepancy was not so great for Blacks at White colleges with Black males scoring three tenths and Black females scoring seven tenths of a standard deviation below Whites; Over 60% of the Blacks at Black and almost half of the Blacks at White colleges came from families with incomes of less than $6,000 a year, but only 13% of the Whites came from families at that income level; Whites were five times as likely as Blacks to report businessmen fathers and more had fathers in the professions, whereas the fathers of Black students were three times as likely to be in semi or unskilled occupations and otherwise tended to be in teaching or the clergy; Almost 60% of the Blacks at Black colleges, about 45% of the Blacks at White colleges, and less than a quarter of the Whites had fathers who had not graduated from high school; Half of the Blacks at Black colleges, 38% of the Blacks at White colleges, and less than a fifth of the Whites reported that their mothers had not graduated from high school; Students with a high school grade point average of A or better represented 21% of the White females, 12% of the White males, slightly more than 9% of the Black females, and only 4% of the Black males; Blacks were less likely than Whites to be undecided about their majors and more likely to major in the social sciences or business; White males were more likely to major in the physical (particularly engineering) or biological sciences; Equal numbers of Black and White students planned no advanced degree, but the Black men who did were more likely to plan on a PhD or EdD, while White men were more likely to plan on law or medicine; Blacks were more likely to want to be financially successful, administratively responsible, authorities in a subject area or contributing to science and obtaining recognition for helping others; More Blacks than Whites planned health related careers; Half of the Blacks at White colleges, one third of the Blacks at Black colleges, and one fifth of the Whites had received scholarships, grants or gifts, and Black students were more likely than White students to have taken out educational loans; White students were twice as likely to draw on their parents for financial support.

Results of followup on the 1966 cohort showed: Black men at White colleges were far less likely to drop out than other males; White and Black women were more likely than men to drop out after one year, and Black women at White colleges (20%) were more likely than White women (13.9%) or Black women at Black colleges (13.3%) to be first year dropouts.

Implications: It is concluded that in many respects Black students are not unlike their White counterparts.

Notes: They also seem to be quite different on the average in several important respects; It is intersting that Black males at White colleges had [illegible]st rate of persistence even though their high school GPAs were least likely to reflect a high level of academic preparation; It should also be noted that superior performance in high school may not be leading to college level academic success for many Black women. [N.E.F.]

AUTHOR: Berman, Gerald S.
AFFILIATION: Research Associate
Work and Welfare Research Institute
Hebrew University of Isreal

AUTHOR: Haug, Marie R.
AFFILIATION: Professor of Sociology
Case Western Reserve University
Cleveland, Ohio

TITLE: Occupational and Educational Goals and Expectations: Effects of Race and Sex
PUBLISHED: Social Problems; v23 n2 p166-181
1975

AUTHOR: Betz, Ellen L.
AFFILIATION: Counseling Psychologist
Student Counseling Service
Assistant Professor of Psychology
Iowa State University, Ames

AUTHOR: Klingensmith, John E.
AFFILIATION: Assistant Professor
Department of Educational Psychology
Arizona State University, Tempe

AUTHOR: Menne, John W.
AFFILIATION: Assistant Director
Student Counseling Service
Iowa State University, Ames

TITLE: The Measurement and Analysis of College Student Satisfaction
PUBLISHED: Measurement and Evaluation in Guidance; v3 n2 p110-118
1970

AUTHOR: Bianchi, John R.
AFFILIATION: Glassboro State College

AUTHOR: Bean, Andrew G.
AFFILIATION: Temple University

TITLE: The Prediction of Voluntary Withdrawals From College--An Unsolved Problem
PUBLISHED: Journal of Experimental Education; v49 n1 p29-33
1980

AUTHOR: Boyd, William M., III
AFFILIATION: President
A Better Chance, Incorporated

TITLE: SATs and Minorities: The Dangers of Underprediction
PUBLISHED: Change; v9 n11 p48-49,64
1977

AUTHOR: Bradfield, L. Eugene
AFFILIATION: Assistant Professor of Psychology
Bemedji State College
Bemedji, Minnesota

TITLE: College Adjustment of Low Income Freshman Males
PUBLISHED: Personnel Guidance Journal; v46 n2 p123-129
1967

AUTHOR: Brown, Sidney
AUTHOR: Ervin, Leroy
AFFILIATION: University of Georgia

TITLE: Relationship of Special Studies to Dropout Rates of Black and White College Students
PUBLISHED: Psychological Reports; v44 n1 p73-74
1979

AUTHOR: Bucher, Rue
AUTHOR: Stelling, Joan
AUTHOR: Dommeruth, Paul
AFFILIATION: University of Illinois at the Medical Center

TITLE: Differential Prior Socialization: A Comparison of Four Professional Training Programs
PUBLISHED: Social Forces; v48 n2 p213-223
1969

DESCRIPTOR: Field study report (longitudinal interview data)

Subjects: Intensive, semistructured, tape-recorded interviews were conducted with all of the trainees entering four programs (two residencies in psychiatry, a residency in internal medicine, a PhD program in biochemistry) at a large medical school in 1965. Those who continued in the program were re-interviewed annually, and, due to considerable attrition in two of the programs, second cohorts were added to the program by including trainees entering in 1966. This date was supplemented with staff interviews and field observations to construct a picture of the programs, the institutions, and the daily activities of the trainees.

Procedure: Transcriptions were made of the taped interviews, and a sample of about two thirds of the transcripts were content abstracted to develop empirical codes. Evidence of prior socialization was derived from imagery about prospective disciplines; cohort consensus on ideas and expectations of the discipline and program; ability to specify and elaborate potential career lines in the field. Data concerning pathways of approach to (and structure of) the program and the discipline were derived from: trainees descriptions of prepatory years; staff goals and expectations for trainees, observation of staff-trainee daily activity.

Results: It was found that: The medical students had much clearer, better developed, and more encompassing conceptions of their field, and they had almost total consensus of expectaions about their program, while the psychiatry residents agreed only about the importance of supervision, and the biochemistry students shared orly idealistic themes; The medical students were clearest about career options and they showed the strongest prior socialization, while the biochemistry students were largely ignorant about what biochemists actually do as well as about graduate school as a training system, and the psychiatry residents suffered similarly from the discontinutity between medical training and the system they were entering.

Implications: It is concluded that people enter postgraduate training programs in different fields with different base level experiences, and that prior socialization seems to be related to the amount of "trouble" trainees encounter; to disruptions of the system; and to failures and defections among trainees. It is further noted that a trainee's family and friends may be crucial in his professional development, and that the prior socialization of a group of trainees may be reflected in their peer culture.

Notes: Seems even more likely to be the case for minority students [N.E.F.]

AUTHOR: Bush, James A.
AFFILIATION: Assistant Professor and Director of Continuing Education
Department of Psychiatry and Human Behavior
Charles Drew Postgraduate Medical School, Los Angles and
President of Jamal Inc., A Behavioral Science Research Firm

TITLE: The Minority Administrator: Implications for Social Work Education
PUBLISHED: Journal of Education for Social Work; v13 n1 p15-22
1977

DESCRIPTOR: Case study report (interview data)

Subjects: Interviews were conducted with 15 Black and 15 Chicano administrators selected in a loosley devised stratified sample that included both men, and women from top-level administration, supervisory, or middle management positions. Representatives of both public, and private; profit, and nonprofit; service, and business; Anglo run, and minority-run organizations were selected; Since most were Health, Education, and Welfare organizations, the settings were predominantly nonprofit. The agencies were located across the country with the highest concentration in Southern California.

Procedure: The interview schedule consisted of 28 questions which asked adminstrators to give decriptive material about themselves, their agencies, and their personal experiences as minority administrators. each respondent was interviewed through in-person contact and each was assured that the information would remain confidential. Administrators who were interviewed were asked to suggest minority peers who might be willing to participate.

Results: The minority administrators polled tended to be from social work agencies (21 were Health, Education and Welfare agencies--23 were government funded), from relatively large organizations (18 were in organizations that employed 50 or more), mostly male (26), married and with children (over two thirds), in the 35-39 age range, holding their positions one to four years, college graduates (23), and often with postgraduate training (13); While the respondents were employed in predominantly Anglo-run agencies, nine of the Chicanos were in predominantly Chicano-run agencies, and one Chicano was in an organization with a board of directors that was equally divided among Anglos, Blacks and Chicanos; Other issues discussed: beginning experiences, feelings of competence, commmunication patterns, training and education.

Implications: It is concluded that it is an illusion to believe that equal opportunity in employment is fulfilled by putting a minority person in a typically majority position, and that the limited opportunities that exist minorities in administration are either in predominantly minority-run organizations or the public nonprofit sector. It is also noted that the unique problems and experience of the minority administrator require special sensitization and adequate educational preparation in the areas of research design and implementation as well as developing empathetic skills training and strong in-service training and continuing education programs.

Notes: This might be useful to know as an undergraduate. [N.E.F.]

AUTHOR: Busk, Patricia L.
AUTHOR: Ford, Robin C.
AUTHOR: Schulman, Jerome L.
AFFILIATION: Children's Memorial Hospital
Chicago, Illinois

TITLE: Effects of School's Racial Compostion on the Self-Concept of Black and White Students
PUBLISHED: Journal of Educational Research; v67 n2 p57-63
1973

DESCRIPTOR: Quasiexperimental field study

Subjects: A total of 696 students attending sixth, seventh, and eight grade classes at six parochial schools in similar socioeconomic sectors of Chicago were used. Three of the schools were racially integrated with compostion ranging from 53% to 59% Black, and 364 of the children attended these schools, while 172 attended two all-Black schools, and 160 attended an all-White school.

Procedure: All students were given the Coopersmith Self-Esteem Inventory (CSEI), the How I See Myself Rating Scale, and Brookovers self-concept of ability scale (SCA) by one of four White testers (three of whom were female). The tests were administered in their classrooms without the teacher present.

Results: The students attending integrated schools were found to score significantly higher than students attending segregated schools on measures of self-esteem; Students self-concept of ability showed a significant decrease when sixth, seventh, and eighth graders were compared, as did the important of school issues; The importance of peer issues showed the opposite pattern of increasing significantly from one grade to the next; White students were found to have a more accurate self-concept of ability in relation to their school achievement than Black students.

Implications: It is concluded that in so far as schools have a responsibility to develop the student's sense of personal worth, the integrated parochial schools in the sample studied were more effective in carrying through that responsibility than the segregated parochial schools. [K.R./N.E.F.]

AUTHOR: Cabello-Argandona, Roberto
AFFILIATION: Coordinator of the Bibliographic Research and Collection
Collection Development Unit
Chicano Studies Center
University of California
Los Angeles

TITLE: Recruiting Spanish-Speaking Library Students
PUBLISHED: Library Journal; v10 n10 p1177-1179
1976

DESCRIPTOR: Discussion of issues.

Topic of Discussion: Personnel training efforts and recruitment as factors contributing to the low level of effectiveness of library and information services to Spanish-speaking citizens.

Major Points: The urgent need to increase the size of the professional pool of Spanish-speaking librarians calls for active programs of recruitment and training of Chicano students; Some efforts have been developed to minimize the high costs of underutilization of Spanish-seaking man-power: Illinois Minority Manpower Referral Network; programs reported in the School of Library Science at the University of Michigan and at Columbia University; The Graduate Institute for Mexican American Library Science at California State University, Fullerton; The work needed in this field cannot be accomplished without proper institutional support on a long-term basis.

Implications: It is concluded that a program of recruitment ought to be the initial step for a more solid interchange between the community, the library school, and the university as a whole. It is also noted that library schools should have an active role in the development of undergraduate and graduate curricula in Chicano studies.

Notes: Clearly colleges and universities should not try to solve the problems of minority education and minority community service without the collaboration of professionals in the fields of library and information sciences. [N.E.F]

AUTHOR: Campbell, David P.
AFFILIATION: University of Minnesota

TITLE: Admissions Policies--Side Effects and Their Implications
PUBLISHED: American Psychologist; v26 n7 p636-647
1971

AUTHOR: Carrington, Christine H.
AUTHOR: Sedlacek, William E.
AFFILIATION: University Counseling Center
University of Maryland

TITLE: Characteristics of No-Shows Accepted for Admission at a Large University
PUBLISHED: Journal of College Student Personnel; v16 n6 p504-507 1975

AUTHCR: Carrington, Christine H.
AFFILIATON: Counseling Center
Howard University

AUTHOR: Sedlacek, William E.
AFFILIATION: Counseling Center
University of Maryland

TITLE: Attitudes and Characteristics of Black Graduate Students
PUBLISHED: Journal of College Student Personnel; v18 n6 p467-471 1977

DESCRIPTOR: Survey report (questionnaire)

Procedure: A random sample of 770 Black graduate students enrolled at the University of Maryland were sent an anonymous questionnaire, and 120 (56% male and 44% female) were returned completed.

Results: Most (62%) of the students were married, and most (63%) had been in graduate school for at least two years; Of the 77% who were working, 44% worked full-time; The degrees being pursued were PhD (52%), MA (21%), MS (12%), EdD (6%), AGS (3%), other (6%); The majors fields of study indicated were education (44%). business (13%), psychology (9%), agriculture (7%), English (5%), and economics (4%); Most (53%) were receiving some financial aid, and 16% had assistanceships; The main reasons for choosing the university were location and quality of education; The things complained most about were racism and red tape; The changes most wanted to see were better teaching, more Black faculty, and less racism.

Implications: It is concluded that "..graduate students could benefit from student services traditionally aimed at or limited to undergraduates. Services focusing on counseling and adjusting to and dealing with the educational system appear to be particularly called for." [N.E.F.]

AUTHOR: Centra, John A.
AFFILIATION: Educational Testing Service

TITLE: Black Students at Predominantly White Colleges: A Research Description
PUBLISHED: Sociology of Education; v43 n3 p325-339 1970

DESCRIPTOR: Survey report (questionnaire)

Subjects: In 1968 a questionnaire was administered to 219 Black students at 83 traditionally White institutions and a comparison group of 249 White students from the same schools who were matched by major field and sex.

Results: Findings indicate: More Blacks (82%) than Whites (74%) planned to attend graduate or professional school (particularly when Black and White females were compared); White students were more involved in campus social life; Black students (with the exception of athletes) indicated little involvement in campus life and were more interested in improving the greater society and the position of Blacks in general; Black females were less involved than White females in dating and related social activities; Black males (36%) were more involved than White males (28%) in intercollegiate athletics; Black and White students held similar perceptions of the general features of the college environment, but Blacks were more likely to disagree with statements "people associate without regard to background" and "there is a great diversity of backgrounds" in reference to the racial environment. Black students were also somewhat less satisfied with the extent to which the college was helping them to pursue their educational goals. [N.E.F.]

AUTHOR:	Chase, Clinton I.
AFFILIATION:	Professor School of Education Indiana University
TITLE:	The College Dropout: His Highschool Prologue
PUBLISHED:	National Association of Secondary School Principals Bulletin; v54 n324 p66-70 1970
DESCRIPTOR:	Correlational study report

Procedure: The class of 1970 at the University of Indiana was used to investigate the highschool prologue to college dropout by determining the relationship between highschool accomplishment and college persistence. A followup was also done on the first semester dropouts after three years.

Results: Students 20 years of age or older were found to do better in the first year but were less likely to complete four years; Students whose mothers had done some college work were more likely to persist at all levels; Students whose fathers had done some college work were more likely to persist during the first year; The number of siblings in the student's family was found to have no effect on persistence; Out of state residency showed no initial effect on persistence but did show an effect for male students by the junior year; Size of the highschool graduating class showed no effect on persistence but students who were in the lower ranks of their highschool classes were more likely to dropout; Involvement in student government, academic clubs and/or holding an office in highschool showed a positive relationship to persistence; First year dropouts were found to be most concerned about their study habits, while junior year dropouts were most concerned about vocational goals.

Followup results: The reason most often given for first semester dropout was personal adjustment; The second most frequently given reason was unclear vocational goals; Other factors mentioned were marriage plans, the need for personal assistance, resistence to the lack of privacy and lack of identity, and the expense; After three years 32% of these first semester dropouts had returned to school on some basis. [N.E.F.]

AUTHOR: Cheatham, Harold E.
AFFILIATION: Humanities Department
United States Coast Guard Academy

TITLE: The Black College and University Counseling Center
PUBLISHED: Journal of College Student Personnel; v17 n6 p495-499
1976

DESCRIPTOR: Institutional analysis report (questionnaire)

Procedure: During the Fall of 1972 a questionnaire on counseling and service functions was mailed to the counseling center directors at 79 Black colleges and universities in 13 southern states. Usable data was obtained from 44 schools and comparisons were made with data reported from prior research using a national sample of colleges and universities.

Results: Most of the Black schools were found to have counseling centers, and in general they performed the classic counseling functions; It was also found, however, that the service functions received heavier emphasis (i.e. financial assistance and remedial services); Most directors reported that long term counseling was provided, but they tended to see it as an inappropriate service.

Implications: It is noted that Black colleges have historically enrolled and graduated the so-called "new student" without benefit of the distinctive activities now provided in their counseling centers. It is held that counseling centers in Black institutions should give priority to service functions. [N.E.F.]

TITLE: Rate of Enrollment Growth Among Blacks is Slowing; Surpassed by Hispanics
PUBLISHED: Chronicle of Higher Education; v21 n1 p9
August 25, 1980

DESCRIPTOR: Demographic analysis

[continued]

Enrollment Figures:

Students' Background	1978	Percent of Population
Black	9.3%	11.5%
Hispanic	4.8%	7.0%

Notes: It is not clear whether the Spanish Surnamed group referred to in English and Settles (1976) article is the same as the Hispanic group for which these enrollment figures are provided. [N.E.F.]

AUTHOR: Churchill, William D.
AUTHOR: Iwai, Stanley I.
AFFILIATION: Counseling Service
Division of Student Affairs
Arizona State University

TITLE: College Attrition, Student Use of Campus Facilities and a Consideration of Self Reported Personal Problems
PUBLISHED: Research in Higher Education; v14 n4 p353-365
1981

AUTHOR: Clemente, Frank
AFFILIATION: Department of Sociology
Pennsylvania State University

TITLE: Race and Research Productivity
PUBLISHED: Journal of Black Studies; v5 n2 p157-166
1974

DESCRIPTOR: Correlational study report

Procedure: A sample of 2,467 members of the American Sociological Association in 1970 who had received the PhD in Sociology between 1950 and 1966 was used and data was obtained on research productivity for 2,205. All of the Blacks (55) and a 20% random sample of the nonBlacks (430) were compared on number of publications using the Glenn-Villemez Index and excluding recent PhDs.

Results. Regression analysis indicated no effect for race once the effects of confounding variables (sex, year of PhD, quality of doctoral training, age when PhD completed) were removed.

Implications: It is noted that the Glenn-Villemez Index measures quantity and not quality of publications. [N.E.F.]

AUTHOR: Clift, Virgil A.
AFFILIATION: Professor of Education
New York University

TITLE: Higher Education of Minority Groups in the United States
PUBLISHED: Journal of Negro Education; v38 n3 p291-302
1969

DESCRIPTOR: Discussion of issues

Topic of Discussion: A statistically based analysis of the political, economic, social and cultural issues effecting the status of the various ethnic minority groups in American higher education is presented.

Major Points: The conditions of extreme poverty, alienation, and apathy under which most Native American Indians live in this country make it impossible for them to gain higher education in large numbers; Neither the American Indians, nor Spanish speaking Americans have yet developed a generation of historians, writers and essayists who could portray the experience of their group in this nation; For this reason and because educational systems do not keep consistent and accurate records on Puerto Rican, Spanish Americans or Mexican Americans, it is extremely difficult to present quantitative data about the higher education of these groups; The tendency to lump Spanish-Americans, Mexican Americans and Mexicans together and to draw greneralizations without regard to individual differences can lead to considerable confusion because of the varying social and economic statuses of these subgroups; Education has been a major problem for the Puerto Ricans community, because there has been a serious lack of the kind of preparation necessary for higher education; Despite the large number of Negro students now attending biracial institutions of higher education, the main source of Negro college graduates for many decades has been "the Negro college," which tend to lack adequate financial support, adequately trained faculty and academically prepared students, and which are being regarded as segregated and inferior institutions.

Implications: The need for more in-depth research into the status of the Hispanic groups in American higher education is clearly indicated. It is also evident that the complex issues related to cultural pluralism must be more effectively addressed if Negroes and other ethnic minority group members are to be adequately educated at the college and university level.

Notes: It seems the most critical issue in educating all minority group members is how they can achieve identity and self esteem while developing essential competencies and skills for participation in a post-industrial society. [R.C./N.E.F.]

AUTHOR: Colquit, Jesse L.
AFFILIATION: Tougaloo College
Tougaloo, Mississippi

TITLE: The Black Student's Quest for Identity and Self Determination
PUBLISHED: College Student Journal; v14 n2 p103-106
1976

AUTHOR: Cope, Robert G.
AFFILIATION: College of Education
University of Washington
Seattle, Washington

TITLE: Sex-Related Factors and Attrition Among College Women
PUBLISHED: National Association of Women Deans and Counselors
Journal; v33 n3 p118-124
1970

DESCRIPTOR: Correlational study report

Procedure: Social and psychological data was obtained for all students who entered a large state university as first-time freshmen in 1966 or 1967. Two years after they enrolled a random sample of 747 continuing students (349 men and 396 women) was selected for comparison with 586 students (271 men and 315 women) who had withdrawn by that time, and factors related to dropping out were investigated.

Results: The analysis revealed social and psychological factors that were related to dropping out for females but not for males; Females who appeared to be less esthetically inclined, less verbal, and less confident of their physical attractiveness constituted a larger percentage of those who withdrew than of those who continued. Women of lower income families also showed a higher rate of withdrawal than those from wealthier homes.

Implications: It is noted that the data represent only a limited number of personality dimensions, but the pattern of differences found is said to reflect the process of socialization that tends to differentiate men and women in our society. It is concluded that sex-related differences in college persistence is an area that may deserve further research and theoretical attention. [V.D.L./N.E.F.]

AUTHOR: Cope, Robert G.
AFFILIATION: University of Washington
Seattle, Washington 98105

TITLE: Are Students More Likely to Dropout of Large Colleges?
PUBLISHED: College Student Journal; v6 n2 p92-97
1972

DESCRIPTOR: Correlational study report

Procedure: The study was conducted at a large midwestern university with over 30,000 students, and the backgrounds of 586 dropouts were compared with those of 745 stayins.

Results: Students from communities of 50,000 or less were were found to be more likely to drop out; Students from graduating classes of 600 or more were found to be more likely to persist.

Implications: It is noted that no control was provided for differences in socioeconomic status or for differences in facilities and curricula at the high schools the students had attended. [N.E.F.]

AUTHOR: Cope, Robert G.
AFFILIATION: University of Washington
Seattle

TITLE: Diverse College Environments and the Effect on American Social Class Structure
PUBLISHED: Higher Education; v2 n2 p259-264
1973

DESCRIPTOR: Discussion of issues

Topic of Discussion: A brief review of literature that may be pertinent for a more detailed inquiry into the impact of the diversity that characterizes the American system of higher education.

Major Points: Research and speculation have suggested that despite the proliferation of institutions and opportunities, undergraduate students are not appreciably effected in terms of their values, attitudes, and opinions by college attendance; As a result of self-sorting and institutional sorting, most students find themselves in daily association with other individuals like themselves in an institution which reinforces certain previously accepted norms through its traditions and policies; The existence of a number of types of institutions with great diversity more likely adds differentiation within our society, rather than homogenization.

[continued]

Institutional Tendencies of Major Types of American Colleges and Universities

Private Universities	Public Universities	Private Colleges	Public Colleges	Community Colleges

Non-authoritarian..Authoritarian
Intellectual-cultural interests..................Applied interests
Politically liberal........................Politically conservative
Higher academic capacity...................Lower academic capacity
Higher socioeconomic background.....Lower socioeconomic background

Implications: It is acknowledged that, although more educational diversity may be leading to greater social differentiation, this is not necessarily presumed to be a negative outcome. However, the importance of understanding what such a phenomenon does mean in educational and social terms is emphasized. [V.D.L./N.E.F.]

AUTHOR: Dalton, Starrett
AUTHOR: Anastasiow, Mary
AUTHOR: Brigman, S. Leellen
AFFILIATION: School of Education
University of California
Riverside, California 92502

TITLE: The Relationship of Underachievement and College Attrition
PUBLISHED: Journal of College Student Personnel; v18 n6 p501-505
1977

AUTHOR: Daniel, Jessica Henderson
AFFILIATION: Assistant Professor
School of Education
Boston College
Chestnut Hill, Massachusetts

TITLE: A Study of Black Sororities at a University with Marginal Integration

PUBLISHED: Journal of Nonwhite Concerns in Personnel and Guidance;
v4 n4 p191-201
1976

DESCRIPTOR: Survey report (interview)

Procedure: As a research assistant in the office of the Dean of Women (and also a Black female graduate student), the author collected data on Black sororities on a large, integrated, state university in the rural Midwest. During the Spring of 1966 when the study was conducted, about 27,000 students were enrolled, and 370 of them were Black. Approximately 1% of the women students were Black. There were 23 White sororities and two Black sororities on the campus. Interviews were conducted with 76% of all Black women students including 84% of one of the Black sororities, 68% of the other, and all of the Black women who were independents.

Results: It was found that: Sorority members tended to have Black roomates and to participate solely in Black social activities.

Implications: It is noted that "the dormitory is the most dominant place of actual contact between Black women and nonBlacks." It is concluded that the Black sorority represents a partial retreat from the marginal situation, particularly for students whose academic and social backgrounds have not prepared them to function well in a predominantly White university setting. [N.E.F.]

AUTHOR: Daniel, Kathryn Barchard
AFFILIATION: University of South Carolina
Columbia

TITLE: A Study of College Dropouts With Respect to Academic and Personality Variables
PUBLISHED: Journal of Educational Research; v60 n5 p230-235 1967

DESCRIPTOR: Correlational study report

Procedure: During the Fall of 1960 a total of 1,263 freshmen at the University of Alabama were tested on the School and College Ability Test (SCAT), the Gordon Personal Profile, and the Gordon Personal Inventory. Academic achievement and college persistence were assessed in the Winter of 1962.

Results: Significant differences were found between high academic and low academic achievement students on verbal scores for the SCAT; High academic achievers were found to be more likely to remain in school than low academic achievers; Significant differences were also found between dropouts and stayins on several personality variables (i.e. dropouts were found to be less trustful, tolerant, perserverant, inquiring, energetic, vigorous, calm, collected, and also less cautious); Low academic achievers were found to be more homogeneous with respect to personality traits than were high academic achievers. [N.E.F.]

AUTHOR: Davidson, Douglas
AFFILIATION: Graduate Student in Sociology
University of California
Berkeley

TITLE: The Furious Passage of the Black Graduate Student
PUBLISHED: Berkeley Journal of Sociology; v15 p12-211
1970

DESCRIPTOR: Autobiographical case study

Major Points: The colonial model is applied to the experience of a Black graduate student in the sociology department at UC Berkeley; Colonialism is defined as "the social and cultural expression of racism"; It is noted that "racism is a slippery concept, hard to pin down, and thus a White can quite easily delude himself into believing he is free of it"; Situations discussed include: institutionalized racism in its "liberal" academic setting; some concrete froms of racism at the departmental level of the "liberal" university; the "unattainable standards of scholarship" in graduate school; "co-optation of the Black graduate student by the White academic colonizer"; "the role of the Black student in the struggle for Black liberation". [N.E.F.]

Notes: Discussants for the paper are Robert Blauner, Andrew Billingsley, and Clement Cottingham. [N.E.F.]

AUTHOR: Dawkins, Marvin P.
AFFILIATION: Assistant Professor
Institute of Urban Studies
AUTHOR: Dawkins, Russell L.
AFFILIATION: Doctoral Student
Institute of Criminal Justice
University of Maryland

TITLE: Perceptions and Experiences as Correlates of Academic Performance Among Blacks as a Predominantly White University --A Research Note
PUBLISHED: College and University; v55 n2 p171-180
1980

AUTHOR: Demos, George D.
AFFILIATION: Dean of Students
California State College at Long Beach

TITLE: Analysis of College Dropouts--Some Manifest and Covert Reasons
PUBLISHED: Personnel and Guidance Journal; v46 n7 p681-684
1968

DESCRIPTOR: Field study report

Subjects: A total of 250 full-time students who had withdrawn from California State College at Long Beach participated in the study.

Procedure: During a period of one semester all of the dropouts were asked to complete a form that listed a variety of reasons for withdrawal. The students were then asked to talk with a counselor as part of the normal procedure of dropping out of school. Three counselors performed the interviewing in a relatively unstructured fashion after which they completed a form which asked for their interpretations of the student's primary reason for leaving college.

Results: The counselors' interpretations of the reasons for withdrawing were most likely to fall within the areas of financial problems, lack of motivation, college work being too difficult, and personal emotional problems; The students rated the primary reasons for dropping out as falling within the areas of financial problems, work needs, military service (for males), personal illness (particularly for females), and family problems (i.e. illness in the family); Grades were of relatively little importance for both the student, and the counselor as a reason for withdrawal.

Implications: It is concluded that counselors and administrators should be careful in assigning reasons for student withdrawals, since a considerable amount of error may result from surface analysis. College and university personnel are encouraged to conduct further research in this area and to find ways to ameliorate the potential losses in human resources that accrue from many of these withdrawals.

Notes: Apparently students had trouble admitting motivational difficulties and personal emotional problems, or they may actually have been unaware that their illnesses had a basis in emotional upset. This is especially likely to be the case for ethnic minority students if they are not comfortable with the idea of psyhological counseling and support services. Also the fact that financial problems were most often seen as the reason for withdrawing by both the counselors, and the students clearly points to the role that socioeconomic factors tend to play in college persistence for all students. [N.E.F.]

AUTHOR: Dicesare, Anthony C.
AUTHOR: Sedlacek, William E.
AUTHOR: Brooks, Glenwood C.
AFFILIATION: University of Maryland
College Park, Maryland

TITLE: Nonintellectual Coorelates of Black Student Attrition
PUBLISHED: Journal of College Student Personnel; v13 n4 p319-324
1972

AUTHOR: Dinka, Frank
AUTHOR: Mazzella, Frank
AUTHOR: Pilant, Denny E.
AFFILIATION: Southwest Missouri State University

TITLE: Reconciliation and Confirmation: Blacks and Whites at a Predominantly White University
PUBLISHED: Journal of Black Studies; v11 n1 p55-76
1980

AUTHOR: Dixon-Altenor, Carolyn
AFFILIATION: Graduate Student at Kutztown State College, Pennsylvania and
Coordinator of Black Student Affairs
Cedar Crest College in Allentown, Pennsylvania

AUTHOR: Altenor, Aidan
AFFILIATION: National Fellowship Fund
Predoctoral Fellow in Psychology at LeHigh University
Bethlehem, Pennsylvania

TITLE: The Role of Occupational Status in the Career Aspirations of Black Women
PUBLISHED: The Vocational Guidance Quarterly; v25 n3 p211-215
1977

DESCRIPTOR: Correlational study report

Procedure: As a partial replication of an earlier study (Hakel, Hollmans and Dunnette, 1968), 15 Black women attending a small predominantly White women's college in Pennsylvania were asked to rank 25 selected occupations on the basis of perceived social status and salary potential. The women's ages ranged from 18 to 23, and they represented all four academic class levels. The subjects in the study done by Hekel et al were male and female students at the University of Minnesota. who were enrolled in an introductory psychology course.

Results: Only three occupations (banker, physician, lawyer) were given the same social status ranking by the two samples of students; Rank difference correlations were computed and the differences in ranking were found to be significant; Analysis of variance indicated reliable differences between the top, bottom, and middle ranked occupations for the sample of Black women, and planned comparisons revealed no statistically reliable differences between subjects on their rankings of the top and bottom five occupations, but they were quite variable in assigning social status to the occupations in between. Six occupations were ranked equally in social status and earning potential; ten were ranked higher in social status than salary potential; and nine were ranked higher in salary potential than social status.

Implications: It is concluded that the Black women differed significantly from what has been considered standard in their designations of social status for particular occupations. Remarkable agreement among subjects is noted and seen as consistent with the findings reported by Hakel et al. It is also noted that the social status of an occupation appears to be an overdetermining factor in its potential salary ranking, and that the designation of social status can be made on the basis of a number of different factors (i.e. title of position, formal education required, real or perceived salary potential, services rendered). It is noted that elements of a heterogeneous population may weigh one of more factors differently in attributing social status to an occupation.

Notes: Apparently the Black women were unique as a group in their attributions of social status and therefore differed from the White group in their rankings, but it is unclear how that effects their career aspirations. [N.E.F.]

AUTHOR: Donato, Donald J.
AFFILIATION: Doctoral Student
AUTHOR: Fox, Gary C.
AFFILIATION: Assistant Professor of Education
University of Missouri

TITLE: Admissions Officer, Faculty, and Student Perceptions of Their College Environment
PUBLISHED: Journal of College Student Personnel; v11 n4 p271-275 1970

AUTHOR: Duckro, Rose
AUTHOR: Duckro, Paul
AFFILIATION: Alabama A & M University

AUTHOR: Beal, Don
AFFILIATION: Texas Tech University

TITLE: Relationship of Self-Disclosure and Mental Health in Black Females

PUBLISHED: Journal of Consulting and Clinical Psychology;
v44 n6 p940-944
1976

DESCRIPTOR: Correlational study report

Procedure: A group of 23 undergraduate students who were attending a medium-sized. southeastern university that was predominantly Black were asked to respond to Greene's Self-Disclosure Sentence Blank, The Thematic Apperception Test (TAT). the F Scale of Authoritarianism, and the Taylor Manifest Anxiety Scale. The students were female juniors and seniors, and all were Black.

Results: Significant correlations were not found between self-disclosure and hostile press or authoritarianism; A positive relationship was found between self disclosure and anxiety, which runs counter to the predictions of self disclosure theory based on nonBlack samples.

Implications: It is concluded that while Blacks in general may self-disclose at lower levels, this should not be considered pathological behavior. It is held rather that self disclosure may actually predict diminished functioning in certain Black subpopulations. [N.E.F.]

AUTHOR: Elam, Ada M.

TITLE: Two Sides of the Coin: White Students in Black Institutions
PUBLISHED: National Association of Women´s Deans and Counselors Journal;
v41 n2 p57-61
1978

AUTHOR: English, Richard A.
AUTHOR: Settle, Theodore J.

TITLE: Minority Students in Higher Education
PUBLISHED: Integrated Education; v14 n3 p3-6
1976

DESCRIPTOR: Demographic analysis

Freshman Enrollment Figures:

Students´ Background	1966	1972	1974
Black	5.0%	8.7%	7.4%*

*(The largest proportionate decline was found to be among Black males who went from 7.6% to 6.5% for a 1.1% drop in enrollment).

Bachelors Degrees Granted:

Students´ Background	1970	1973/4	Percent of Population
Black	5.2%	5.1%	11.1%
Spanish Surnamed	1.2%	1.4%	4.5%
Asian American	1.0%	.8%	.9%
Native American Indian	.5%	.2%	.4%

Implications: It is noted that minority enrollment figures are greatly inflated by the "disproportionately heavy enrollment in two year institutions which place greater emphasis on terminal occupational programs," and that in 1973 such institutions constituted 24.1% of all post-secondary enrollment with Black students comprising 9.3% of that total. [N.E.F.]

AUTHOR:	Erwin, James
AFFILIATION:	Director of Financial Aid School of General Studies Columbia University
TITLE:	The Attitudes of Black "New Students" and Administrative Response
PUBLISHED:	The Journal of Negro Education; v45 n2 p161-165 1976
DESCRIPTOR:	Discussion of issues

Implications: The attitudes and expectations of white administrators are contrasted with those of Black "new students," and it is concluded that Black students are forced in such a situation to become agents of social change. [N.E.F.]

AUTHOR: Faunce, Patricia Spencer
AFFILIATION: University of Minnesota
TITLE: Personality Characteristics and Vocational Interests Related to College Persistence of Academically Gifted Women
PUBLISHED: Journal of Counseling Psychology; v15 n1 p31-40
1968

AUTHOR: Fischer, Ruth
AFFILIATION: Associate Editor
Change

TITLE: Reports: Black, Female, and Qualified
PUBLISHED: Change; v6 n10 p13-15
1974-75

DESCRIPTOR: Biographical case study

Implications: An interview with Mary Berry, Provost at the University of Maryland, College Park points up the personal and professional problems of the Black female administrator. It is noted that they tend to serve a dual function as advocates for both women, and Black students, and that this can lead to their overutilization. [N.E.F.]

AUTHOR: Freeman, Richard B.
AFFILIATION: Associate Professor of Economics
Harvard University

TITLE: The New Job Market For Black Academicians
PUBLISHED: Industrial and Labor Relations Review; v30 n2 p161-174
1977

DESCRIPTOR: Correlational study report

Procedure: The shift in demand for Black faculty in the late 1960s and early 1970s was studied by comparing the income, training, productivity, field and rank of Black and White, male and female faculty in 1969 and 1973 using data published by the American Council on Education.

Results: Regression analysis indicated that: Black faculty were receiving more job offers than Whites during the period studied and, in some cases. higher salaries for similar qualifications; A greater number of Black faculty were in White institutions, but that did not alter the fact that they continued to be concentrated primarily in the Black colleges in the South by 1973; While hiring standards appear to have been lowered in White institutions where new Black appointees had fewer publications than was typical for White faculty in the same institutions, the average quality of the faculty does not seem to have been affected.

Implications: It is concluded that the historic pattern of restricted employment for Black academicians did give way to increased opportunies between 1969 and 1973. In addition, the fact that salaries were roughly equal for Black and White faculty in 1969 is taken as an indication that the market had already begun to change before pressures were applied by federal affirmative action programs. [N.E.F.]

AUTHOR: Friedlander, Jack
AFFILIATION: Graduate School of Education
University of California, Los Angeles and
Center for the Study of Community Colleges
Los Angeles, California

TITLE: Are College Support Programs and Services Reaching High Risk Students?
PUBLISHED: Journal of College Student Personnel; v21 n1 p23-28 1980

AUTHOR: Furlong, Michael J.
AUTHOR: Atkinson, Donald R.
AUTHOR: Casas, Jesus M.
AFFILIATION: University of California
Santa Barbara

TITLE: Effects of Counselor Ethnicity and Attitudinal Similarity on Chicano Students' Perceptions of Counselor Credibility and Attractiveness
PUBLISHED: Hispanic Journal of Behavioral Sciences; v1 n1 p41-53 1979

DESCRIPTOR: Experimental study report

Procedure: A total of 79 Chicano students were recruited from three community colleges and randomly assigned to one of our experimental conditions. Two tape recordings were used in which a male counselor gave either a cultural assimilationism, or a cultural pluralism response to a male community college student, who was portrayed as seeking assistance for problems related to academic requirements, pressures from home, and the contrasting value systems of the college setting and his Mexican heritage. For each of the tape recordings the counselor was introduced as either Anglo or Chicano, so that there were four possible combinations of perceived ethnicity and expressed attitudes. Subjects in each condition were asked to rate the counselor after hearing the taped session.

Results: Counselor ethnicity and attitude alone were not found to be related to the rating he was assigned; Students who perceived their own attitudes as similar to the counselor's rated his credibility and attractiveness more favorably than did students who did not.

Implications: The limits of generalizability are discussed in detail with reference to other Hispanics as well as to Blacks and other minority group members. [N.E.F.]

AUTHOR: Gadzella, Bernadette
AUTHOR: Bentall, Grace
AFFILIATION: University of Wisconsin
Madison, Wisconsin 53706

TITLE: Differences in Highschool Academic Achievements and Mental Abilities of College Graduates and College Drop-outs
PUBLISHED: College and University; v42 n3 p351-356
1967

DESCRIPTOR: Correlational study report

Subjects: In 1961 a total of 365 college bound graduating seniors from nine public high schools in Portland, Oregon were randomly selected to participate in a study of the differences in mental abilities and highschool academic achievements between college graduates and college drop-outs. The 225 students who indicated that they would attend the University of Oregon, Oregon State University, or Portland State College were contacted in the Fall of 1965 1965. Of the 178 who had actually enrolled, 43 (20 females/23 males) had graduated by that time, and 135 had dropped out or taken a leave of several terms. A group of 60 (20 females/32 males) of these dropouts were randomly selected for the analysis.

Procedure: Sex differences were investigated as well as differences of Intelligence Quotient (IQ), highschool grade point average (HSGPA), Stanford Achievement Test grade scores, and standard scores on seven subtests of the Iowa Tests of Educational Development battery.

Results: Only HSGPA showed a significant mean difference between graduates and drop-outs; Significant mean differences were also found between females who graduated and those who dropped out and between the male graduates and drop-outs. [N.E.F.]

AUTHOR: Garcia, Ricardo L.
AFFILIATION: Assistant Professor of Education
Kansas State University
Manhattan

TITLE: Affirmative Action Hiring
PUBLISHED: Journal of Higher Education; v45 n4 p268-272
1974

DESCRIPTOR: Discussion of issues

Topic of Discussion: Frequent approaches used by search committees attempting to meet requirements of affirmative action policies.

Major Points: "We have no problems" approach suggests intellectual stagnation or at least a lack of realistic perspective; "Assume leadership" approach makes unreasonable demands on a new faculty member; "We don't want a token" approach is unnecessary and/or likely to be untrue--the automatic delegation of minority concerns to minority faculty is held to be unwise as well as unreasonable.

Implications: Challenges prevailing assumptions about the personal and political predispositions of minority candidates.

Notes: Points to the importance of honest discussion of salaries for candidates who may have incurred considerable indebtedness in securing an education; Points up the tendency of committees to waste minority candidate's time with interviews intended to meet affirmative action requirements when positions have actually been filled informally, which raises a question about how much hiring of minority faculty is in fact being done. [N.E.F.]

AUTHOR: Gary, Lawrence E.
AFFILIATION: Howard University

TITLE: A Mental Health Research Agenda for the Black Community
PUBLISHED: Journal of Afro-American Issues; v4 n1 p50-60
1976

DESCRIPTOR: Discussion of issues

Topic of Discussion: The appropriate role of mental health reseach in the development of the Black community.

Major Points: In the United States research is a major business enterprise, and mental health research is a multi-million dollar industry, but while Blacks and other minorities continue to be targets for research, White investigators continue to conduct the research; Interpersonal relations, especially in the Black community, must be given greater emphasis in mental health research, and research should focus on: the positive aspects of social network systems in the Black community; the crrelation of peer group and family values; patterns of drug use in relation to the decline of peer groups; the rise of crime and violence in relation to the declining influence of social networks; the effect of peer group dispersion and the decline of the church on tolerance of stress and ambiguity; There is a serious shortage of Blacks trained for research careers in mental health; Better analytical training at the undergraduate and graduate levels as well as internships can play an important role in training Black students for research careers, and the office of institutional research can be used as a learning laboratory for students in the social and behavioral sciences. In addition Black colleges and universities should establish research centers.

Implications: It is noted that for Blacks to seriously challenge the current wave of anti-Black research it is necessary to understand the mathematical language researchers are using. It is held that the quantitative approach is not necessarily the most objective or useful way to analyze a given problem, one must know this method as well as the qualitative.

Notes: Incisive and inspiring! Seems well worth an effort to locate more recent publications by the author. [N.E.F.]

AUTHOR: Garza, Raymond T.
AFFILIATION: Department of Psychology
University of California
Riverside

AUTHOR: Widlak, Frederic W.
AFFILIATION: Nursing Research
Indiana University School of Nursing

TITLE: Antecedents of Chicano and Anglo Student Perceptions of the University Environment
PUBLISHED: Journal of College Student Personnal; v17 n4 p295-299
1976

DESCRIPTOR: Correlational study report

Procedure: College and University Environment Scales (CUES) and a personal information blank were completed by 145 Anglo Americans and 79 Mexican Americans enrolled in a Texas University. Multiple regression analysis was used to examine the relationship of academic and demographic variables to the CUES.

Results: A t-test of mean differences revealed sugnificantly higher scores for the Anglo group on four of the predictor variables (parent's income, father's education, mother's education, student's grade point average). On the remaining eight variables the groups were comparable. The Anglos who tended to view the campus environment more favorably were older, less successful academically, and had less well educated fathers. The Chicanos with favorable perceptions tended to be married and enrolled in a subject area dealing with what the authors term, life systems.

Implications: It is concluded that favorable perceptions of various aspects of higher education appear to be manifestations of cultural values. Chicano family centeredness is posited as the basis of the consistent relationship found between marriage and favorable perception of the campus environment, and it is noted that the cultural needs of Chicano students differ from those of Anglo students. Chicano studies programs are advocated.

Notes: As the authors concede in passing, the socioeconomic differences between the two groups of students may be as much to the point as the cultural differences; Perhaps marriage allows Chicano students to avoid social contact and unfavorable comparison with higher status Anglo students; The fact that younger and more academically successful Anglo students and those of higher social status tend to be less satisfied with the campus may indicate important dynamics for consideration; Also suggests that the results are institution specific and may not apply for a more prestigious institution. [N.E.F.]

AUTHOR: Gibbs, Jewelle Taylor
AFFILIATION: Staff Psychiatric Social Worker
Cowell Health Center
Stanford University
Stanford, California

TITLE: Black Students/White University: Different Expectations
PUBLISHED: Personnel and Guidance Journal; v51 n7 p463-469
1973

DESCRIPTOR: Discussion of issues

Topic of Discussion: The expectations of administrators, faculty, and staff as contrasted to those of first generation Black collegians at predominantly White colleges and universities.

Major Points: Specific problem areas are noted including: establishing a meaningful personal identity; academic performance; interpersonal relations; autonomy; sexual and aggressive feelings; long range career plans.

Implications: It is concluded that more sensitive and realistic programs and services are needed to aid Black students in their adjustment as well as more aggressive approaches to reaching them. [N.E.F.]

AUTHOR: Gilsdorf, Dale L.
AFFILIATION: Professor in the College of Human Learning and Development
Governors State University
Park Forest South, Illinois

TITLE: Counselor Preference of Mexican-American, Black, and White Community College Students
PUBLISHED: Journal of Nonwhite Concerns in Personnel and Guidance;
v6 n4 p162-168
1978

DESCRIPTOR: Experimental study report

Subjects: A stratified random sample of 60 students was drawn from the population of a metropolitan community college in the Southwest. Approximately 45% of the school's more than 4,000 students were Mexican American, 33% were Black, and 20% were White. The sample consisted of 20 students selected from each of these three ethnic groups. Most (60%) were day rather than evening students, 72% were between 18 and 35 years of age, and 85% were veterans.

Procedure: The participants were shown six photographs of two different Mexican American, Black, and White males arranged in eight sets of three with one ethnic group member in each set. They were asked to select from among these pictures the counselor they would want to talk with for an administrative (i.e. financial) problem and the one they would want to talk with for an interpersonal problem.

Results: All students were found to prefer a same-ethnic-group counselor for the interpersonal problems more than for the administrative problem; The Mexican American students tended to choose a Mexican American counselor for both situations, so that group showed less of an effect.

Implications: The paucity of research on the counselor preferences of Mexican American students is contrasted with the amount of empirical work that has been done on Black students in this area, and the special needs of Mexican American students are briefly discussed.

Notes: The ethnic composition of the school and the high concentration of veterans in the sample raise questions about the generalizability of the findings. [N.E.F.]

AUTHOR: Glautz, Oscar (a.k.a Glantz)
AFFILIATION: Department of Sociology
Brooklyn College
Brooklyn New York 11226

TITLE: Family Structure, Fate Control and Counternormative Political Beliefs Among Lower-Class Black Students
PUBLISHED: College Student Journal; v10 n2 p121-126
DATE: 1976

DESCRIPTOR: Correlational study report

Subjects: During the 1971-72 academic year a 59 item questionnaire was administered to 657 students enrolled in 60 small social science classes for first and second year students, most of whom were "beneficiaries" of a newly initiated open admissions policy. Demographic items were used to select a subgroup of 140 lower class respondents with complete data from among the 200 Blacks in the sample. The subgroup consisted of 95 respondents (45 male/50 female) from father-present families and 45 (21 male/24 female) from father-absent families).

Procedure: A four-item index was constructed "de novo" to measure internal-external control and questionnaire items were designed to tap orientation toward Black nationalism, political negativism, third world radicalism, and punitive moralism. Gamma coefficients were computed on a 3x2 basis to determine the strength of relationship between each of the locus of control items and each of the four clusters of questionnaire items.

Results: When the data for father-present and father absent groups were compared it was found that: For all males and for father-absent females higher levels of political retreatism as measured by the Black nationalism dimension were associated with higher levels of internal control; For all males lower scores on the political negativism dimension were associated with higher levels of internal control; For father-absent males and all females high scores on the third world radicalism dimension were associated with moderate rather than high or low levels of internal control; For father-absent males who tended to have lower scores on the punitive morality dimension higher levels of internal control were indicated.

Implications: It is concluded that internal control is a relatively important disposing factor in the ego psychology of Black males, and that family structure is only implicated to the extent that father-absent males are less likely to hold an internal orientation. For females internal control is seen as a relatively unserviceable construct despite the "anomalous linkage" found between internality and orientation toward Black nationalism for father absent females.

Notes: Is there any reason (other than availability) why lower class Blacks were the only population studied? There is no consideration of the extent to which socioeconomic status may be a confounding factor; It may also be that the responses obtained reflect demand characteristics of the design. [N.E.F.]

AUTHOR: Glover, John A.
AFFILIATION: Tennessee State University

TITLE: Comparative Levels of Creative Ability in Black and White College Students
PUBLISHED: The Journal of Genetic Psychology; v128 n1 p95-99 1976

DESCRIPTOR: Correlational study report

Results: No differences were found by race when Black and White students were compared on Torrances Unusual Uses and Ask and Guess Activities that are designed to measures flexibility (a "level II" ability).

Implications: The findings are taken as a partial disconfirmation of Jensen's level I - level II theory. [N.E.F.]

AUTHOR: Goldman, Roy D.
AUTHOR: Hewitt, Barbara N.
AFFILIATION: University of California
Riverside

TITLE: An Investigation of Test Bias for Mexican-American College Students

PUBLISHED: Journal of Educational Measurement; v12 n3 p187-196 1975

DESCRIPTOR: Correlational study report

Results: Highschool grade point averages (HSGPA) and Scholastic Aptitude Test (SAT) scores were found to neither overpredict, nor underpredict for Mexican American samples; HSGPA and SAT scores were found to be less likely to correlate with college GPA for Mexican American students than for White students; HSGPA and SAT scores were found to be more intercorrelated for Mexican American students than they were for White students.

Implications: It is therefore suggested that HSGPA and SAT scores have less utility as predictors of college achievement for Mexican American students. [N.E.F.]

AUTHOR: Goldman, Roy D.
AUTHOR: Widawski, Mel H.
AFFILIATION: University of California
Riverside

TITLE: An Analysis of Types of Errors in the Selection of Minority College Students
PUBLISHED: Journal of Eduational Measurement; v13 n3 p185-200 1976

DESCRIPTOR: Correlational study report

Results: Greater mean differences were found between the Scholastic Aptitude Test (SAT) scores of minority and majority group applicants than between their high school grade point averages (HSGPA) or college grade point averages (GPA).

Implications: The cost of decreasing false positive selection for minority applicants at the risk of increasing false negative selection are discussed in some detail. [N.E.F.]

AUTHOR: Gordon, Edmund W.
AFFILIATION: Executive Director
Institute for Urban and Minority Education
Professor of Education
Teachers College
Columbia University

TITLE: Equal Opportunity in Higher Education: The Current State of the Art
PUBLISHED: Freedomways; v17 n4 p202-210 1977

AUTHOR: Gordon, Edmund W.
AUTHOR: Green, Derek
AFFILIATION: Teachers College
Columbia University

TITLE: An Affluent Society's Excuses For Inequality: Developmental, Economic, and Educational
PUBLISHED: American Journal of Orthopsychiatry; v44 n1 p4-18
1974

AUTHOR: Gordon, Milton A.
AFFILIATION: Director
Afro-American Studies Program
Loyola University of Chicago

TITLE: An Analysis of Enrollment Data From Black Students in Institutions of Higher Education From 1943-1972
PUBLISHED: The Journal of Negro Education; v45 n2 p117-121
1976

AUTHOR: Gordon, Thomas
AFFILIATION: Afro-Asian Institute
Temple University

TITLE: Notes on White and Black Psychology
PUBLISHED: Journal of Social Issues; v29 n1 p87-95
1973

DESCRIPTOR: Discussion of issues

Topic of Discussion: The failure of traditional psychology to meet Black needs, and the development of a new Black psychology.

Major Points: Any ethically responsible social discipline must be concerned with the effects its policies and procedures are having on those whom it studies; Much of the invalidity of White psychology occurs at the fundamental level of conceptualization--to the detriment of understanding the Black experience it has been obsessed with conceptualizing Black behavior from the victim-centered and deviancy perspectives; A major weakness of White psychology involves its inability to establish unambiguous defining criteria for key research variables; Given the oppressed status of Blacks, White psychology remains politically limited to the extent that it does not satisfactorily alter that status.

Implications: It is concluded that Black scientists must begin to extricate themselves from the structures of White-oriented disciplines, and that Black psychology must proceed from sheer analysis to action-service-commitment roles.
[E.]

AUTHOR: Gottfredson, Linda S.
AUTHOR: Becker, Henry J.
AFFILIATION: John Hopkins University

TITLE: A Challenge to Vocational Psychology: How Important are Aspirations in Determining Male Career Development?
PUBLISHED: Journal of Vocational Behavior; v18 n2 p121-137 1981

AUTHOR: Gould, Sam
AFFILIATION: University of Texas
San Antonio

TITLE: Need for Achievement, Career Mobility, and the Mexican American College Graduate
PUBLISHED: Journal of Vocational Behavior; v16 n1 p73-82 1980

DESCRIPTOR: Survey report (interview)

Subjects: Trained interviewers conducted two hour sessions with each of the 111 Mexican American college graduates selected from public and private organizations located in a large Southwestern city. Subjects were obtained with the cooperation of 16 organizations with 200 or more employees (some branches of nationally based organizations). The median age for the subjects was 32.6 years, the median salary was in the $16-18,000 a year category, and several occupational fields were represented including: engineering, laboratory technology, social service administration, health care administration. accounting and finance, and general office administration. Most (63.1%) of the subjects were in supervisory or managerial positions.

Procedure: The interviews involved projective, paper-and-pencil, and verbal questioning techniques. Three measures were used to tap upward mobility: a mobility index based on salary and career aspirations; salary statistically controlled for the effect of age and organizational tenure; and salary divided by the subject's reported age. Need for achievement was ascertained using Murray's Thematic Apperception Test (TAT).

Results: Using a one-way analysis of variance on each of the mobility measures it was found that those with a moderate need for achievement had consistently higher scores than either those with either a high or low need for achievement.

Implications: Questions about the validity of the method and about the generalizability of the findings are addressed, and it is concluded that investigations of other minority and nonminority populations would be useful as well as additional research on other kinds of organizations and professions.

It is noted, however that the curvilinear relationship between need for achievement and upward mobility found in this case may be explained by discriminatory attitudes in the work place, which would penalize both the very ambitious Mexican American and the one who was seen as lacking motivation.

Notes: Academic and professional careers seem likely to involve a somewhat different reward system, but it would be interesting to know how these findings would apply to such areas; It would also be useful to know where the 18.9% of this sample that held graduate degrees fell on the need achievement/mobility curve. [N.E.F.]

AUTHOR: Grace, Harry A.
AFFILIATION: Grinnell College
Grinnell, Iowa

TITLE: Personality Factors and College Attrition

PUBLISHED: Peabody Journal of Education; v35 n1 p36-40
1957

DESCRIPTOR: Longitudinal field study report (questionnaire)

Subjects: The group of 267 students who entered Grinnell College in 1955 and the 269 who entered in 1956 were all followed until April of 1957 by which time a total of 107 students from both classes had withdrawn and been identified as an attrition group.

Procedure: All students were administered the Taylor Manifest Anxiety Scale and Gough's dominance and responsibility scales from the MMPI. Their ACT or SAT scores were also obtained along with a measure of men's participation in college life.

Results: Men who entered in 1955 were found to be significantly less independent (dominant) than men or women who entered in 1956; Women who entered in 1956 were found to be most responsible and men who entered in 1955 were found to be least responsible; No sex differences in initial academic aptitude were found; When the attrition group was compared with a matched group of continuing students with comparable academic ability it was found that men in the control group were much more likely to be involved in campus life and the women appeared to be significantly more responsible and less anxious than those in the attrition group; When personality scores were analyzed, the independent-responsible students were found to be least likely to withdraw, and the bulk of those who withdrew were both irresponsible and dependent; It was also found that independent-responsible students were significantly less anxious than dependent-irresponsible students (particularly if they were women) and tended to have higher verbal and mathematics scores.

Implications: It is suggested that personality factors are related to college attrition, and to its subtler variants, underachievement and underaspiration. While the possibility of using such factors as criteria for admissions is raised, a caution is also expressed concerning their potential misuse in this way. The need for further research to determine how such personality factors as dependence and irresponsibility may be altered so as to reduce all forms of attrition and to optimize the nation's human resources is also noted.

Notes: The ethnic composition of the students is not mentioned, but the author seems to be advocating measures that might easily result in the systematic exclusion of certain social and cultural groups from college attendance on the basis of characteristic personality styles. It would have been helpful to have a clearer presentation of the data particularly the discussion of the personality quadrants. [M.Y.d.l.R./N.E.F.]

AUTHOR: Greeley, Andrew M.
AUTHOR: Sheatsley, Paul B.
AFFILIATION: University of Chicago
National Opinion Research Center
Chicago, Illinois

TITLE: Attitudes Toward Racial Integration
PUBLISHED: Scientific American; v225 n6 p13-19
1971

DESCRIPTOR: Survey report (questionnaire)

Subjects: In 1970 the National Opinion Research Center assessed attitudes toward racial integration for a representative sample of about 1500 of the U.S. adult population. The responses of the approximately 1250 Whites in the sample were then analyzed by age, region, income, occupation, education, religion, and ethnic origin.

Procedure: A seven item Guttman scale was administered which tested the acceptibility of: integrated transportation; integrated park, restaurants, and hotels; integrated schools; family members bringing home a Black friend; integrated neighborhoods; mixed marriages; Blacks intruding where unwanted.

Results: The same items had been used in a 1963 survey and the first six showed a consistent increase in support by 1970 with a large majority of the White sample responding favorably to the transportation, public facilites, schools, and dinner guest items in the more recent survey; While neighborhood integration and mixed marriages were found to divide White Americans about equally, only the Black intrusion item drew a less favoarble response in the 1970 survey than in 1963; Analysis by region indicated highest acceptance in the West, by age for people under 25, by religion for Jews, by income for people earning $15,000 or more a year, by occupation for professionals, by population for people living in the 10 largest metropolitan areas, by education for people who have attended graduate school; Little difference was found by sex on either survey.

Implications: It is noted that a large change of attitude does not necessarily predict a change of behavior, but it is concluded that such dramatic changes of attitude as those noted over a 30 year period of the surveys can be seen as creating an environment for effective social reform. The issue of White backlash and the political significance of the findings are also discussed.

Notes: It seems to be the people who are least likely to have contact with large numbers of Blacks who favor integration most (or who favor the most integration); It would be interesting to know how the Black sample responded to these same items in 1963 and 1970. [N.E.F.]

AUTHOR: Gregg, Wayne E. (died November 1971)
AFFILIATION: Department of Sociology
University of Nebraska

TITLE: Several Factors Affecting Graduate Student Satisfaction
PUBLISHED: Journal of Higher Education; v43 n6 p483-495
1972

DESCRIPTOR: Correlational study report

Procedure: Data was collected during the Spring of 1969 from the graduate student population of a large midwestern university using an initial sample of 863 students representing every fifth name from the registrar's alphabetical list. A total of 589 questionnaires were returned providing ratings of colleaguality, competitiveness,and expectatons of academic and nonacademic satisfation.

Results: Analysis (with controls for sex, department size, school within the university, and degree objective) showed colleaguality to be a slightly better predictor of academic than nonacademic satisfaction; Competitiveness was found to be a better negative predictor of nonacademic than academic satisfaction; The discrepancy between expectation and reality (ERD) was found to be a better negative predictor of academic than nonacademic satisfaction; Colleaguality was found to be positively correlated with both academic and nonacademic satisfaction; Competitiveness and ERD were found to be negatively related to both types of satisfaction. [N.E.F.]

AUTHOR: Guggenheim, Fred
AFFILIATION: Herbert H. Lehman College
City University of New York

TITLE: Self-esteem and Achievement Expectations for White and Negro Children
PUBLISHED: Journal of Projective Techniques and Personality Assessment; v33 n1 p63-71
1969

DES CRIPTOR: Correlational study report

Subjects: An instrument designed to measure self-esteem was administered to 162 children in seven 6th grade classes of an elementray school in Manhattan. Approximately equal proportions of Negro, White and Latino children attended the school, but individual classes varied in their ethnic composition. A sample of Negro and White, high and low self-esteem children was selected from the total group with an effort to make each group proportional. Cf the 32 in the high group 17 were Negro and 15 were White, while the 24 in the low group were evenly divided between the two races.

Procedure: Pupils were given three consecutive days of achievement expectation testing and two days of actual achievement testing. Performance feedback was provided just before the final expectation and achievement tests were given. The instruments used were the Draw-A-Person test, ten semantic differential scales, and a 20 item nonverbal achievement test.

Results: Negro pupils had significantly greater discrepancies than White pupils between actual achievement and expected achievement; On the first trial no difference was found between high and low self-esteem children in the congruence of their actual and expected achievements; As pupils gained more information about the test the discrepancy showed a greater reduction for low self-esteem children; High self-esteem children erred more in the direction of over-estimating their achievement, while low self-esteem children tended to under-estimate their achievement; Low self-esteem White pupils had higher expectations than low self-esteem Negro pupils, but no difference was found between the two high self-esteem groups; White pupils in general went from a relatively low expectation level on the first trial to a high level on from a relatively low expectation level on the first trial to a high level on the second trial and then to a moderate level on the third trial, while the expectations of the Negro pupils became increasingly lower from trial to trial; White pupils scored significantly higher on the actual test than Negro pupils.

Implications: After methodological problems are duly noted, it is concluded that low self-esteem is not necessarily characteristic of Negro children and that the school problems of many disadvantaged Negro children may center around low achievement rather than low self-esteem.

Notes: It may be that the Negro children were goal setting and the White children were guessing which would account for the apparent differences of expectation as a difference of interpreting the task. [N.E.F.]

AUTHOR: Gullerud, Ernest N.
AFFILIATION: Assistant Professor
School of Social Work
University of Illinois
Urbana Champaign

TITLE: Planning Professional Educational Programs for Ethnic Minority Students: Native American Examples

PUBLISHED: Journal of Education for Social Work; v13 n1 p68-75
1977

DESCRIPTOR: Discussion of issues

Topic of Discussion: A conceptual framework for analyzing and constructing special educational programs for ethnic minority students.

Major Points: There are three crucial variables a planner-administrator should consider when analyzing the adeqaucy of special educational programs for ethnic minority students: student ethnic aspirations, structure of the program, professional employment opportunities; Four Native American programs are discussed to illustrate differences in ethnic orientation and organizing elements: The Educational Opportunities Program at the University of Illinois, The Cherokee Mental Health Project of the University of Oklahoma, The Indian Law Student Program sponsered by the American Indian Law Center at the University of New Mexico, The Teacher Training Program conducted by the Rough Rock Demonstration Center

Implications: Structural analysis of the four programs is provided and it is concluded that, while schools of social work have been remiss in their lack of attention to the needs of Native American students and their communities, a variety of possibilities are suggested by the programs considered. It is further noted that the combination of increasing enrollments for Native Americans and progressive political, social, and economic development in Native American communities should force educators to revise their thinking about the structure of educational programs. [N.E.F.]

AUTHOR AFFILIATION: Gustavus, William T.
University of Utah

TITLE: Successful Students, Readmitted Students, and Dropouts:
A Comparative Study of Student Attrition

PUBLISHED: Social Science Quarterly; v53 n1 p136-144
1972

AUTHOR: Hackman, J. Richard
AFFILIATION: Yale University

AUTHOR: Dysinger, Wendell S.
AFFILIATION: MacMurray College

TITLE: Commitment to College as a Factor in Student Attrition
PUBLISHED: Sociology of Education; v43 n3 p311-324
1970

AUTHOR: Hall, Douglas T.
AFFILIATION: Yale University

TITLE: Effect of Teacher-Student Congruence Upon Student learning in College Classes
PUBLISHED: Journal of Educational Psychology; v61 n3 p205-213
1970

AUTHOR: Hall, Eleanor R.
AFFILIATION: Behrend College
Pennsylvania State University

TITLE: Motivation and Achievement in Black and White Junior College Students
PUBLISHED: The Journal of Social Psychology; v97 n1 p107-113
1975

DESCRIPTOR: Correlational study report

Procedure: Male students in a northern, urban, junior college, who were 25 years of age or younger and from lower or lower middle class families filled out questionnaires consisting of various motivational measures. The sample was made up of 93 White and 66 Black students, and the measures included need for achievement, educational aspiration, social science interest, self concept of ability, test anxiety, and internal-external control. Analysis of variance was performed on all major variables (including grades and ACT scores) for race x socioeconomic status x race of tester.

Results: Whites were found to have significantly higher grades and ACT scores (on all four subtests); Middle class Blacks tended to overachieve and middle class Whites tended to underachieve in terms of American College Test (ACT) scores; No significant differences were found by race on any of the motivational variables; When multiple regression analysis was done it was found that for lower class Blacks and Whites the only predictors of social science grades were social science interest and ACT scores; For middle class Blacks educational aspiration was found to be the best predictor variable better than any ACT score and to be negatively correlated with self concept of ability.

Notes: Only social science grades were used as outcome variables in this analysis, and that would seem to limit the significance of the findings considerably. [N.E.F.]

AUTHOR: Hannah, William
AFFILIATION: Project on Student Development in Small Colleges
Plainfield, Vermort

TITLF: Personality Differentials Between Lower Division Dropouts and Stayins
PUBLISHED: Journal of College Student Personnel; v12 n1 p16-19 1971

DESCRIPTOR: Institutional analysis report

Subjects: Data was compiled from 13 private colleges throughout the country on 2,874 freshmen who entered college in 1965. At the end of two years 1,212 (715 men and 497 women) had dropped out and another 1,662 (953 men and 497 women) were still enrolled.

Procedure: All students were given the Omnibus Personality Inventory (OPI) when they first enrolled, and their scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) were compiled from existing records. The OPI and achievement scores of dropouts and stayins were compared, and sex differences in personality effects on dropout were also investigated.

Results: Individuals of both sexes who thought at a less simplistic level, exhibited greater tolerance for ambiguity and experimentation, expressed their impulses in terms of overt action, were more hostile, agressive and anxious, and tended to create poorer personal impressions were more often found among the dropouts; Female students who were more independent, expressed their hostility and aggression, and were more apt to withdraw from social contact and responsibility were more likely to be found among the dropouts; Persisting students, both male and female were likely to have significantly higher scores on standardized aptitude tests than droupouts had; Individuals who had less tolerance for diverse thinking, were more conforming, had a greater tendency to accept authority, were less apt to express hostility and aggression, whose anxiety levels were lower, and who were more cautious were more likely to remain in college during the first two years.

Implications: It is concluded that dropouts have less settled personalities. They are described as thinking deeply and acting on feelings rather than on measured consequences. It is also noted that they are anxious about their environment and about themselves. Their withdrawal from contact is attributed to uncertainty, confusion, and lack of direction.

Notes: The number of minority students involved in the study is not indicated, but it seems such factors as institutional racism and sexism may be more to the point that personality factors when some students dropout. [P.H./N.E.F.]

AUTHOR: Hanson, Gary R.
AFFILIATION: American College Testing Program

AUTHOR: Taylor, Ronald G.
AFFILIATION: University of Minnesota

TITLE: Interaction of Ability and Personality: Another Look at the Dropout Problem in an Institute of Technology
PUBLISHED: Journal of Counseling Psychology; v17 n6 p540-545
1970

AUTHOR: Harper, Frederick D.
AFFILIATION: Department of Education
Howard University
Washington, D.C.

TITLE: Media for Change: Black Students in the White University
PUBLISHED: Journal of Negro Education; v40 n3 p255-265
1971

DESCRIPTOR: Discussion of issues

Major Points: The predominantly White university is an isolated, intricate, and rigid bureaucracy making it impersonal and resistant to change; Black students' needs for love and belongingness, for esteem, and for self actualization are not likely to be met in such an environment; Change for the welfare and growth of the entire university require honest, sincere, open communication.

Implications: Black students are seen as potential catalytic agents for change in such institutions.

Notes: There is no indication of the means by which Black students are expected to accomplish these major feats of transformation. [N.E.F.]

AUTHOR: Harrison, Benjamin T.
AFFILIATION: Assistant Dean of University College
AUTHOR: Rayburn, Wendell G.
AFFILIATION: Dean of University College and
Professor of Liberal Studies
University of Louiseville, Kentucky

TITLE: Open Admissions Does Not Kill Colleges
PUBLISHED: Peabody Journal of Education; v56 n2 p144-153
1979

AUTHOR: Harrison, E. C.

AFFILIATION: Dean of Instruction
Southern University
Baton Rouge, Louisiana

TITLE: Achievement Motivation Characteristics of Negro College Freshmen

PUBLISHED: Personnel and Guidance Journal; v38 n2 p146-149 1959

DESCRIPTOR: Survey report (questionnaire)

Subjects: A scale designed to measure achievement motivation was administered to 716 male and female, Negro freshmen enrolled at a southern college. The majority of the students were of rural and working class origin, and the scale probed the extent of their motivation to seek a high paying prestigious job as evidenced by their willingness to become prepared, to make sacrifices, and to defer gratification.

Procedure: The conditions related to preparation for work were: finishing college; long hours of study; one year of on-the-job training at half pay. Those involving sacrifice were: leaving hometown; leaving friends; leaving parents. Deferment of gratification was associated with: postponing freedom of expression on racial, religious and political views; postponing automobile ownership; postponing marriage; sacrificing social activities (during college) for part-time employment.

Results: Less than half 46.8%) of the students said finishing college as a requirement would stop them from obtaining the high status job; A larger number (65.2%) indicated that long hours of study would not be a deterrent, but fewer (38.4%) said they would be willing to work for a year at half pay; Leaving their hometowns was not a problem for the majority (53.8%) of the students, and a similar number (57.9%) did not mind leaving their friends, but those who said they were willing to leave their parents were a distinct minority (20%); Those who were willing to postpone expression of racial (29.5%), religious (21.4%), or political (34.7%) freedoms were also in the minority; The sacrifice most (71.3%) were willing to make was doing without an automobile, but not nearly so many (34.8%) said they would be willing to put off marriage for two years even though almost half (45.9%) of the students said they were willing to sacrifice social activities for employment; It is also noted that only a small percentage of the students said that they would be willing to disregard their father's disapproval in seeking such a job, and even fewer (7.1%) said they would accept it if their mothers disapproved.

Implications: It is concluded that the difficulty of preparing Negro youth for new work is related to the need for changing the attitudes and values of parents, teachers, and the Negro community regarding their preparation.

Notes: The findings are compared (perhaps inappropriately) to those obtained

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AUTHOR: Haynes, Melvin Jr.
AFFILIATION: Director Counseling and Self Development Center and
Assistant Professor of Education
AUTHOR: Pittman, Ezell
AFFILIATION: Psychological Counselor and
Coordinator Academic Study Assistance Program
South Carolina State College
Orangeburg

TITLE: Achieving Counseling Center Visibility and Credibility Through a Comprehensive Study Assistance Program
PUBLISHED: Journal of Nonwhite Concerns in Personnel and Guidance;
v5 n1 p34-40
1976

DESCRIPTOR: Case study report

Implications A comprehensive study assistance program was offered by the counseling center at South Carolina State College where almost all of the students enrolled were Black and from the rural areas of the state. Most of these students were from families of lower socioeconomic status than is usually the case for college students, most scored at least one standard deviation below the mean in the Scholastic Aptitude Test (SAT), and a majority (65%) were women. The program consisted of evaluation, counseling, tutoring, study skills development, and followup. Particiapnts stated that it helped them to improve their study skills, to adjust to college, and/or to improve their grades. The program is seen as having helped to remove the stigma of using the counseling center. [N.E.F.]

AUTHOR: Hedegard, James M.
AUTHOR: Brown, Donald R.
AFFILIATION: University of Michigan

TITLE: Encounters of Some Negro and White Freshmen With a Public Multiversity
PUBLISHED: Journal of Social Issues; v25 n3 p131-144
1969

DESCRIPTOR: Longitudinal survey report (questionnaire)

Procedure: The College and University Environment Scale (CUES) and other instruments were administered to a random sample of Black and White students entering the University of Michigan's College of Liberal Arts. The measures were administered again a year later to these students as a followup.

Results: Since the Black students were special admits, predictable demographic differences were found between the two racial groups as well as certain psychological differences; The Black students were found to be more concrete and practical in their orientation to the world, less concerned about the inner workings of things, and more detached from people; The Black students showed a tendency to keep themselves under tight emotional control using "broad band emotional defenses," and the Black females were described as exhibiting "an easy superficial sociability, a wariness about interpersonal contacts and fear of sexual exploitation;" The Black students also showed a marked tendency to give the desired responses and a strong vocational orientation.

Followup Results: The Black students were found to be generally less satisfied with their experience and more likely to describe faculty and the school's dormitory life as cold , unfriendly, and not likeable; The Black students reported having less social life and participating in fewer campus activities.

Notes: The circumstances these students were living under would certainly account for the psychological maladjustment they were said to exhibit. [N.F.F.]

AUTHOR:	Heilbrun, Alfred B.
AFFILIATION:	State University of Iowa
TITLE:	Personality Factors in College Dropout
PUBLISHED:	Journal of Applied Psychology; v49 n1 p1-7 1965
DESCRIPTOR:	Correlational study report

Procedure: The entire group of 2,149 students (1,144 males and 1,005 females) entering the State University of Iowa as freshmen in 1961 was given a personality test and an intellectual abilities test before enrolling. The personality test consisted of 15 scales from the Adjective Checklist (ACL), and intellectual ability was estimated from the student's composite percentile on the University of Iowa entrance examination. Approximately 13 months later official registration lists were used to identify 304 male and 306 female students who had failed to register for the sophomore year. This group of dropouts were matched by sex and initial academic ability with a group of nondropouts in order to compare personality scale scores.

Hypotheses: It was hypothesized that first year students whose personality makeup predisposed them to conform to the academic and social values of the institution would make a better adjustment than those who were not so disposed More specifically it was assumed that assertive students would be more likely to question institutional values than would passive students. It was also assumed that personality attributes which facilitate the tasks of academic learning and performance would be more likely to lead a student to accomodate institutional academic values.

Results: Support was found for the value-conformity hypothesis for high ability students of both sexes: First year dropouts who were male tended to be more assertive and less passive in their social behaviors for four of the seven variables tested; High ability dropouts who were female showed effect for six of the seven; When task relevant behaviors were considered they were found to enhance the probability of continuing in college for high ability males on all four of the variables tested and for high ability females on one of the four; Few reliable differences were found between male low ability dropouts and nondropouts, and none were found between the female low ability groups.

Implications: The greater academic and social regimentation imposed on incoming students at large universities is discussed as a possible source of frustration for high ability students who are less passive and task-oriented, and it is noted that smaller colleges enrolling high ability students may be less likely to produce such effects. It is also noted that task relevant variables appear to be less important contributors to dropout for the high ability female, and that differences in sex role functioning may play a more significant function in educational failure for females than for males. [T.M./N.E.F.]

AUTHOR: Hentor, Comradge L.
AFFILIATION: Southern University

TITLE: Nocturnal Orgasm in College Women: It´s Relation to Dreams and Anxiety Associated with Sexual Factors
PUBLISHED: The Journal of Genetic Psychology; v129 n2 p245-251 1976

DESCRIPTOR: Correlational study report

Subjects: A total of 774 Black female undergraduates at a Black Southern university volunteered to answer questions on nocturnal orgasm.

Results: The number who reported experiencing nocturnal orgasm increased from freshman to junior year with the highest proportion among seniors; It was found to be positively related to anxiety level and negatively related to social and sexual activity level. [N.E.F.]

AUTHOR: Herson, Phyllis F.
AFFILIATION: College of Education
University of Maryland
College Park

TITLE: An Assessment of Changes in Achievement Motivation Among Upward Bound Participants at the University of Maryland
PUBLISHED: Journal of Negro Education; v37 n4 p383-391 1968

AUTHOR: Hill Arthur H.
AFFILIATION: University of Texas
TITLE: A Longitudunal Study of Attrition Among High Aptitude College Students
PUBLISHED: Journal of Educational Research; v60 n4 p166-173
1966

AUTHOR: Hill, Arthur H.
AFFILIATION: University of Texas
TITLE: Autobiographical Correlates of Achievement Motivation in Men and Women
PUBLISHED: Psychological Reports; v18 n3 p811-817
1966

AUTHOR: Hill, Freddye
TITLE: The Nature and Context of Black nNationalism at Northwestern in 1971
PUBLISHED: Journal of Black Studies; v5 n3 p320-336
1975

AUTHOR: Holmes, Barbara
TITLE: Educating the Urban Youngster: Challenge for the Metropolitan College
PUBLISHED: Negro Educational Review; v28 n1 p28-35
1977

DESCRIPTOR: Discussion of issues

Topic of Discussion: Planning learning strategies to develop the talent potential of urban youngsters who may have unorthodox learning styles.

Major Points: The metropolitan college should provide cultural exploration activities that place the youngster in other social reference groups as a means of expanding their knowledge and experience; It should dedicate itself to making education a real and meaningful concern for all and should make college education more accessible to greater numbers of urban youth; Ideally it should have open admissions and offer remedial and corrective work; It should offer functional education that students can relate readily to their vocational goals and be student centered in every activity; It should be multi-racial and should provide the tools and skills required to help students deal effectively with their native communities.

Implications: Cites the example of the University of Cincinnati Man Power Resources Program for Graduate Students and the university's Upward Bound Program as examples of what can be done to seek identity and motivate talented urban Blacks as all levels of the educational experience.

Notes: Stresses the need for compensatory programs and teacher education. [N.E.F.]

AUTHOR: Hunt, David E.
AUTHOR: Hardt, Robert H.
AFFILIATION: Youth Development Center
Syracuse University

TITLE: The Effect of Upward Bound Programs on the Attitudes, Motivations, and Academic Achievement on Negro Students
PUBLISHED: Journal of Social Issues; v25 n3 p117-129
DATE: 1969

DESCRIPTOR: Pre-post program evaluation study report

Subjects: In 1966 a 10% representative sample of 21 Upward Bound programs were selected from among the 215 that were then enrolling a total of 18,958 students. In 1967 three programs were added bringing the sample to 24 or 10% of the 248 programs that were in operation by that time enrolling a total of 21,626 students. The total sample for the study included 1800 high school students as of June 1966. Only the Negro and White sub-samples were considered large enough for analysis, though other ethnic groups were represented.

Procedure I: To determine program affects on attitude and motivation an Upward Bound questionnaire was administered, which included measures of importance of college graduation, possibility of college graduation, self-evaluated intelligence, motivation for college, interpersonal flexibility, self-esteem, internal control, future orientation, and non-alienation.

Results: Statistical comparison showed the Negro group consistently higher on importance of college graduation, self-evaluated intelligence, and self-esteem. The Negro group was consistently lower on motivation for college, interpersonal flexibility, internal control, future orientation, and non-alienation.

Procedure II: To determine effects on academic achievement GPA data were collected by a grade recorder in each of the 189 high schools during the 1966-67 school year. Comparisons were made with GPAs of a sample of non-participants individually matched for sex, school grade and pre-test GPA. Where possible they were also matched on racial and family income variables.

Results: Data obtained for 283 Negro student pairs showed identical patterns with a significant decline in GPA for both groups. Data obtained for 150 White student pairs showed a slight non-significant increase in GPA for both groups with the Upward Bound students slightly higher than the controls but to a non-significant degree.

Implications: Program shows greater impact on certain attitudes and motivations than on academic performance--particularly for Negro students.

Notes: Apparently the adverse affects of peer pressure and cultural alienation on Negro student achievement warrant more careful consideration. [N.E.F.]

AUTHOR:	Jarmon, Charles
AFFILIATION:	Virginia Commonwealth University
TITLE:	Education as a Dimension of Status Incongruence Between Parents and the Self-Perceptions of College Students
PUBLISHED:	Sociology of Education; v49 n3 p218-222 1976
DESCRIPTOR:	Correlational study report

Subjects: Instruments measuring motivation in terms of self-perceptions, belief in internal control, and protestant ethic orientation were administered to 262 Black male college students entering a North Carolina state supported, predominately Black, coeducational college in 1963. The group representing 91% of the freshman males was studied for four years (1963-1967). By their senior year 41% were still in attendance.

Procedure: Father's educational attainment was used as an index of social class and compared with mother's educational attainment to obtain an index of congruence. If mother's level of education was lower than or equal to father's the two were termed congruent, and if mother's education was higher they were termed incongruent. Chi squares and percentages were calculated for students in each category who scored above a criterion level on each of the three measures of motivation and in terms of the number of dropouts by senior year.

Results: Only one of the indices of self perception (rejection of derogatory images) showed a significant difference for students whose mothers had attained a higher level of education than their fathers. When students whose fathers were in the lowest educational attainment categegory (less than high school) were considered separately only the second index of self perception (evaluation on the semantic differential) showed a significant relationship to mother's level of education. No relationship was found between mother's educational attainment and attrition.

Implications. It is concluded that mother's dominance as measured by wives having a higher level of education than their husbands appears to have only limited bearing on the motivation of Black male college students. The fact that no relationship was found between belief in internal control or the protestant ethic and mother's educational attainment is taken as a lack of support for the possiblity that maternal dominance may produce favorable affects.

Notes: Why should educational attainment be equated with family dominance? Why is mother's level of education being higher termed incongruent when this is the case for close to 25% of the families studied while the mother had a lower level of education in only 6% of the cases? It would seem that both situations could be termed incongruent with the majority of families in which the parents'educational attainment was equal; Cultural bias? [N.E.F.]

AUTHOR: Johnson, Duane E.
AFFILIATION: University of Minnesota

TITLE: Personality Characteristics in Relation to College Persistence
PUBLISHED: Journal of Counseling Psychology; v17 n2 p162-167
1970

DESCRIPTOR: Correlational study report

Subjects: A total of 3,554 freshmen who had entered the College of Liberal Arts of the University of Minnesota and earned at least a 2.0 (C) grade point average on academic work completed through the fall quarter a year after admission. On the basis of the number of credits completed each quarter, this group was divided into 2.470 persisters and 433 nonpersisters.

Procedure: Students who had completed The Minnesota Counseling Inventory (MCI) as part of their entrance procedure were eligible for inclusion in the study. The 403 nonpersisters who met this requirement were compared with a randomly selected group of 403 persisters using eight criterion groups.

Results: The Conformity. Nonpersistence, and Family Relationships scales of the MCI were found to measure personality characteristics with potential for discriminating between persisters and nonpersisters; Persisters were found to have lower mean scores on these scales than nonpersisters; This was particularly true for women's scores on the Nonpersistence scale.

Implications: It is noted that use of personality factors such as these for admission purposes should not be casually assumed. It is also noted that nonpersistence should not be thoughtlessly equated with failure, since less than (or more than) four years experience in a college milieu is seen as quite appropriate for given individuals. It is concluded that further research and evaluation should be done to determine the relative predictive potential of the Conformity, Nonpersistence, and Family Relatonship scales.

Notes: Perhaps the fact that ethnic minority group members are often found to be more conforming and more concerned about family relations is also connected to their higher rates of nonpersistence in college.
[M.V./N.E.F.]

AUTHOR: Johnson, Henry
AFFILIATION: Vice President
Student Services
University of Michigan

TITLE: Black Students at White Colleges
PUBLISHED: Today's Education; v64 n1 p33-36
1975

DESCRIPTOR: Discussion of issues

Major Points: Discusses three basic mechanisms available to students at the University of Michigan for coping with the problems and conflicts of a predominantly White environment: cooperation; withdrawal from conflict; acting agressively.

Implications: Makes recommendations for assisting Black students in their adjustment and the university in recognizing itself as a microcosm of society. [N.E.F.]

AUTHOR: Johnson. James H., Jr.
AFFILIATION: Doctoral Candidate in Geography
AUTHOR: Brunn, Stanley D.
AFFILIATION: Professor of Geography
Michigan State University
East Lansing, Michigan 48824

TITLE: Residential Preference Patterns of AfroAmerican College Students in Three Different States

PUBLISHED: Professional Geographer; v32 n1 p37-42
1980

AUTHOR: Jones. Charles J.
AUTHOR: Harris, Lynn J.
AFFILIATION: Department of Education
Bucknell University

AUTHOR: Hauck, William E.
AFFILIATION: St Mary's College
Maryland

TITLE: Differences in Perceived Sources of Academic Difficulties Black Students in Predominantly Black and Predominantly White Colleges

DESCRIPTOR: Correlational study report

Procedure: A total of 289 students (including 195 Black students at four predominantly Black universities and 94 Black students at five predominantly White liberal arts colleges) were asked to rate possible sources of academic difficulty. The items to be rated were competition, communication problems, social life, family backing, financial problems, advisement and counseling, campus atmosphere (social and intellectual), quality of instruction, high school preparation, educational relevance, and study habits. The students responding consisted of 98 males and 97 females at the Black schools and 51 males and 43 females at the White schools.

Results: Analysis of variance indicated that the students attending White schools rated competition, inadequate highschool preparation, communication problems with faculty, and less relevant coursework as factors in their academic difficulty significantly more often than did those at Black schools; The students at predominantly Black schools rated the campus atmosphere as more friendly, the social life more adequate, and the counseling as more adequate than did those attending White schools; Females at both Black and White schools were most concerned about inadequate social life, and about communication problems with faculty; Males at both Black and White schools were most concerned about money problems and poor study habits. [N.E.F.]

AUTHOR: Julian, Joseph
AFFILIATION: Department of Sociology
University of Nebraska
Lincoln, Nebraska

AUTHOR: Layne, Phillip J.

TITLE: Effectiveness and Styles of Leadership in Black Student Programs
PUBLISHED: Journal of Nonwhite Concerns in Personnel and Guidance;
v3 n2 p66-73
1975

DESCRIPTOR: Survey report (questionnaire & interview)

Procedure: In order to investigate the effectiveness of variously administrated Black student programs on predominantly White campuses, questionnaires were mailed to the program directors at 15 Midwestern universities during the Winter of 1973. Visits were subsequently made to 4 of the 15 campuses in order to see programs in action and to validate the questionnaire data.

Results: Most programs were found to offer loans to a majority of their students; Schools with adequate funding were found to be able to recruit more students and to offer them more substantial support; Most programs actually enrolled less than 50% of the students they contacted, but it was found that those enrolling a smaller percentage had a higher graduation rate; Programs enrolling students from the bottom half of their highschool class and students from low income families were found to have a fairly high rate of success.

Implications: It is concluded that adequate financial aid, tutorial assistance, and special counseling are critical to the success of these students, since schools with better tutorial services had a greater proportion of their students graduating. [N.F.F.]

AUTHOR: Kamens, David H.
AFFILIATION: Northern Illinois University

TITLE: College and Peer Groups: Organizational Processes Affecting Cultural Differentiation
PUBLISHED: College Student Journal; v12 n1 p107-117
1978

DESCRIPTOR: Field study report (institutional analysis)

Results: Compared highly residential colleges with those having a lesser percentage of college controlled housing and found fraternities and sororities less able to develop sharply differentiated group boundaries in residential colleges.

Implications: It is concluded that institutions can effect peer group culture and structure in two ways: by creating internal cultural differentiation; or by culturally distinguishing members from nonmembers. [N.E.F.]

AUTHOR: Kandel, Denise B.
AFFILIATION: Columbia University and
New York State Department of Mental Hygiene

TITLE: Race, Maternal Authority, and Adolescent Aspiration
PUBLISHED: American Journal of Sociology; v76 n6 p999-1020
1971

DESCRIPTOR: Survey report (questionnaire)

Subjects: Structured questionnaires were administered to all students at a large (N=1683), working class, urban, comprehensive high school in the Spring of 1965. Self-administered, structured questionnaires were also mailed to the students' mothers and 68% were returned. Intact families were reported for 65% of the Black students and 82% of the White students with single mothers heading 29% of the Black families as compared to 13% of the White families. Separation accounted for most (71%) of the Black mother headed households wereas death of the father accounted for most (42%) of the White mothers assuming that role.

Procedure: Questions were asked about the patterns of interaction with each parent in the areas of parental authority, communication, parental support, affective quality of relationship, and identification. Matriarchy was viewed as either structural (neither father nor step-father present in the home) or interactional (mother was most significant parent regardless of father presence. Comparisons were made by sex and racial group, but the sample permitted only limited consideration of socioeconomic differences.

Results: Both boys and girls in intact Black families reported closer relationships with their mothers than was indicated in White families, and this was also true for single parent homes where father absence was associated with increased distance between White mothers and daughters but showed no affect for Black single mothers; Black mothers had higher aspirations for their children regardless of family structure, but in father absent homes were more likely to have higher aspirations for their daughters than for their sons while the reverse was true when the Black family was intact; Black adolescents generally showed higher levels of educational aspiration than their White peers but levels of educational interest and school achievement were unrelated to patterns of parental relationship or student's level of aspiration.

Implications: The assumption that mother dominance can be equated with broken homes is challenged as is the notion that Black males suffer educationally from such family situations. It is concluded that there appear to be pervasive cultural patterns that characterize the Black household irrespective of the structural integrity or socioeconomic level, which may not limit students' aspirations but may contribute to their more limited achievements.

Notes: Interesting and thorough but may be mitigated by sampling problems; Serves to point up the lack of continuity between family and school experiences for Black teenagers who may need appropriate role models for translating their maternal attachments into academic success. [N.E.F.]

AUTHOR: Kandel, Denise B.
AFFILIATION: New York State Psychiatric Institute and Columbia University

TITLE: Homophily, Selection, and Socialization in Adolescent Friendships
PUBLISHED: American Journal of Sociology; v84 n2 p427-436 1978

DESCRIPTOR: Longitudinal field study (questionnaire)

Procedure: As part of a longitudinal survey of adolescent illicit drug use carried out among New York State high school students, a panel sample of adolescent best schoolfriends dyads (N=957) was obtained. All subjects were asked to identify a best friend in school at the beginning and end of the academic year 1971-72 and to indicate their frequency of marijuana use, involvement in delinquent behavior, level of educational aspirations, and political identification. In 289 of the 957 pairs a different best friend was named the second time, but information was available from the initial sample on most (N=266) of the newly chosen friends as well as for the followup sample on most (N=233) of the no longer chosen friends. A total of 217 adolescents could be matched to both a best friend-to-be at the beginning of the school year, and a former best friend at the end of the year.

Results: It was found that pairs remaining stable over time were much more similar in their behaviors and values than those that turned out to be unstable; Pairs that were no longer best friends by year's end had been less similar in their attitudes and values (with the exception of political identifiation) than those that had become friends by the end of the year;

Homophiliy (as measured by Kendall's tau and the phi coefficient) increased over time for stable pairs and was higher for stable pairs with reciprocated choices than those with unrecipricated choices; Homophily was higher by year's end for newly formed friends and lower among former friends than among new friendship pairs or stable pairs; On no other characteristic was homophily between friends as great as on the illegal use of drugs.

Implications: The results are taken as support for the general conclusion that adolescents coordinate their choices of friends and their behaviors, in particular the use of marijuana, so as to maximize congruency within the friendship pair. It is further noted that sophisticated causal models for educational attainment are likely to seriously overestimate the influence of friends by failing to take into account the role of prior similarity in friendship formation. [R.C./N.E.F.]

AUTHOR: Kanter, Rosabeth Moss
AFFILIATION: Yale University and
Harvard Law School

TITLE: Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women

PUBLISHED: American Journal of Sociology; v82 n5 p965-990
1977

DESCRIPTOR: Theoretical statement

Major Propositions: Proportions (relative numbers) of socially and culturally different members in a group are seen as critical in shaping its interaction dynamics; Four types of groups are identified: skewed (a large preponderance of dominants over tokens); tilted (a majority over a minority); balanced (an even representation with potential for subgroups); and uniform.

Implications: It is noted that in the skewed condition tokens are particularly subject to performance pressures, polarization due to boundary heightening, and role entrapment. All of these situations are seen as leading to feelings of alienation, isolation, and disaffection.

Notes: May serve to provide a theoretical framework for further investigation of the experiences of ethnic minorities in predominantly White colleges and universities. [N.E.F.]

AUTHOR: Kaye, Robert A.
AFFILIATION: Veterans Administration Hospital
North Little Rock, Arkansas 72114

TITLE: A Required Counseling Study Skills Program For Failing College Freshmen
PUBLISHED: Journal of College Student Personnel; v13 n2 p159-162 1972

AUTHOR: Keefe, Susan E.
AFFILIATION: Appalachian State University

AUTHOR: Casas, J. Manuel
AFFILIATION: University of California
Santa Barbara

TITLE: Mexican Americans and Mental Health: A Selected Review and Recommendations for Mental Health Service Delivery
PUBLISHED: American Journal of Community Health; v8 n3 p303-327 1980

DESCRIPTOR: Discussion of issues

Topic of Discussion: The literature on Mexican American utilization of health care services is reviewed and discussed along with recommendations for improved delivery of services. Eight working assumptions are explored.

Major Points: Assumptions that Mexican Americans have few emotional problems, primarily use a folk medical system, do not rely on clergymen for emotional support, and have negative attitudes toward the mental health care services are rejected; The assumptions that Mexican Americans have some emotional problems at different rates than Anglo American and that some Mexican subgroups are relatively unaware of mental health services were qualified; There is confirmation of the Mexican American extended family suppot system and of the existence of mental health policies which variously discourage utilization by Mexican Americans; A list of ten recommendations for improving mental health care delivery for Mexican Americans is provided in the concluding section of the article.

Implications: It is concluded that great strides are being made in mental health research among Mexican Americans, and that this accumulation of reliable quantitative data is vital to an understanding of the accessibility of mental health services for the Mexican American community. It noted that mental health institutions can and should play an important role in the collection of of this data, and that by maintaining a continuing dialogue with members of the Mexican American community, these institutions will be better able to provide adequate and appropriate care to all potential clients.

Notes: The need for trained mental health researchers wha are themselves from the Mexican American community is not discussed but seems obvious given the recommendations that made. [R.A./N.E.F.]

AUTHOR: Kegan, Daniel L.
AFFILIATION: Office of Institutional Research and Evaluation
Hampshire College
Amherst, Massachusetts

TITLE: The Quality of Student Life and Financial Costs: The Cost of Social Isolation
PUBLISHED: Journal of College Student Personnel; v19 n1 p55-58
1978

DESCRIPTOR: Survey report (telephone interview)

Procedure: Noting that student attrition was costing Hampshire College more than 1% of its total annual operating budget of eight million dollars, the school's Office of Institutional Research and Evaluation undertook to investigate quality of student life issues that were felt to be related to high withdrawal rates. A random sample of 50 students was selected from among the 407 to withdraw during the academic years 1973-74 and 1974-75, and 32 of the 50 (62%) were contacted for telephone interviews that averaged 25 minutes in duration.

Results: Factors found to be contributing to withdrawal were grouped into three categories: problems with educational direction or resources (60%); problems related to social atmosphere (20%); and cost considerations (15%).

Implications: This data was combined with that from previous studies to estimate the cost of inadequate or inaccessible advising, student isolation from one another, and the lack of community support mechanisms. It was concluded that if 50 students a year (25% of the withdrawals) leave school for social reasons, their $2,045/term tuition amounts to $102,250/term that is lost to the college, because it was unable to maintain its desired enrollment of 1,300 students. The institution was therefore advised to find ways to decrease its isolating atmosphere and to increase students' engagement with one another. In an effort to reduce Hampshire's attrition rate a formal retention program was established which included: greater contact with students on leave; more active monitoring of and discussions with potential withdrawers; more active monitoring of students' academic progress; new student support groups convened by faculty or staff; a campuswide heightened awareness of the attrition problem creating linkages between the quality of life concerns of student personnel staff and the financial concerns of other administrative offices . [N.E.F.]

AUTHOR: Keith, Leroy
AFFILIATION: Dartmouth College

TITLE: Issues Facing Black Students and Faculty at Predominantly White Institutions
PUBLISHED: Journal of Afro-American Issues; v1 n1 p69-73
1972

DESCRIPTOR: Discussion of issues

Topic of Discussion: Issues that have influenced the effectiveness of efforts by predominantly White institutions throughout the country to bring more Black faculty members and students to their campuses.

Major Points: The issues discussed include: institutional responses; the negative impact of affirmative action programs; the role of Black studies in promoting a viable alliance between Black faculty and students. [N.E.F.]

AUTHOR: Kleinbaum, David G.
AFFILIATION: Department of Biostatistics
University of North Carolina at Chapel Hill

AUTHOR: Kleinbaum, Anna
AFFILIATION: Chapel Hill, North Carolina

TITLE: The Minority Experience at a Predominantly White University--A Report on a 1972 Survey at the University of North Carolina at Chapel Hill
PUBLISHED: The Journal of Negro Education; v45 n3 p312-328
1976

DESCRIPTOR: Survey report (questionnaire)

Results: Responses from 94% of the Black students enrolled at the University of North Carolina at Chapel Hill in 1972 indicate that direct discrimination and open discord was essentially absent, but there was evidence of a general disenchantment among these students; Social life was found to be the major problem area; There were also frequent complaints about coursework that was largely irrelevant to their interests, needs, and experiences.

Implications: The failure of university administrators to adequately prepare for the influx of black students is noted. [N.E.F.]

AUTHOR: Kohen, Andrew I.
AFFILIATION: James Madison University

AUTHOR: Nestel, Gilbert
AFFILIATION: Ohio State University

AUTHOR: Karmas, Constantine
AFFILIATION: Center of Planning and Research
Athens, Greece

TITLE: Factors Affecting Individual Persistence Rates in Undergraduate College Programs
PUBLISHED: American Educational Research Journal; v15 n2 p233-252
1979

AUTHOR: Koile, Earl A.
AUTHOR: Harren, Vincent A.
AUTHOR: Draeger, Carolyn A.
AFFILIATION: University of Texas
Austin, Texas

TITLE: Higher Education Programs: A Review of the Literature (1963-1966)
PUBLISHED: Review of Educational Research; v36 n2 p233-255
1966

AUTHOR: Kubiniec, Charles M.
AFFILIATION: Temple University

TITLE: Relative Efficiency of Various Dimensions of Self Concept in Predicting Academic Achievement
PUBLISHED: American Educational Research Journal; v7 n3 p321-336
1970

AUTHOR: Kuvlesky, William P.
AUTHOR: Thomas, Katheryn A.
AFFILIATION: Texas A & M University

TITLE: Social Ambitions of Negro Boys and Girls From a Metropolitan Ghetto
PUBLISHED: Journal of Vocational Behavior; v1 n2 p177-187
1971

AUTHOR: Lacy, William B.
AFFILIATION: University of Kentucky

TITLE: Interpersonal Relationships as Mediators of Structural Effects: College Student Socialization in a Traditional and an Experimental University Environment
PUBLISHED: Sociology of Education; v51 n3 p201-211
1978

AUTHOR: Lindsay, Beverly
AFFILIATION: Division of Education Policy Studies
Pennsylvania State University

AUTHOR: Harris, J. John, III
AFFILIATION: School Administration
Indiana University

TITLE: Progressive Education and the Black College
PUBLISHED: Journal of Black Studies; v7 n3 p341-357
1977

DESCRIPTOR: Discussion of issues

Topic of Discussion: Provides historical perspective on the progressive education movement in America and reasons for it bypassing the Black Colleges.

Major Points: Progressive education at the college level was exemplified in the development of schools like Sarah Lawrence, Bennington, Bard and Black Mountain, which emphasized student responsibility and particiaption and aimed for the development of individual powers and the orientation of the individual toward contemporary societal needs; White domination meant their group could afford the luxury of "individualized" learning, while the oppression of Blacks necessitated an educational system aimed at sustaining Black existence and fostering Black progress; Progressive curricula geared toward the values of individualization and innovation would have been an injustice to a Black college student during the 1930s when the task was to acquire skills and analytical abilities for coping with a massive economic and social depression that unquestionably effected Blacks more than Whites; It remains to be seen whether contemporary institutions can actually redefine and adapt progressive education ideals in ways that will lead to beneficial changes for the entire society, or whether their real contribution will be to serve as social critics.

Implications: The authors conclude by expressing the hope that contemporary progressive educators and Black colleges will be able to form such alliances.

Notes: It may be more to the point that progressive education has tended to represent the affluent mainstream experimenting with group and cultural values that are taken for granted as part of the experience of living in an ethnic community, while higher education for ethnic minorities is generally assumed to be a moving away from these values toward the industrial and technological skills necessary for survival in the individualized culture of the mainstream. [R.T./N.E.F.]

AUTHOR: Longstreth, Langdon
AFFILIATION: University of Southern California

TITLE: LevelI - LevelII Abilities As They Affect Performance of Three Races in the College Classroom
PUBLISHED: Journal of Educational Psychology; v70 n3 p289-297 1978

DESCRIPTOR: Correlational study report

Results: Black and Mexican American students were found to score lower than White and Asian American students on essay tests, multiple choice examinations, and the Cognitive Abilities Test (CAT); Black and Mexican American students were not found to score lower than White and Asian American students on the Froward Span Digit (FSD) test or on true-false examinations.

Implications: The findings are taken as suppot for Jensen's levelI-levelII abilities theory. [N.E.F.]

AUTHOR: Lunneborg, Patricia W.
AUTHOR: Lunneborg, Clifford F.
AFFILIATION: University of Washington

TITLE: Differential Prediction of College Grades From Biographical Information
PUBLISHED: Educational and Psychological Measurement; v26 n4 p917-925 1966

AUTHOR: Lyons, James F.
AFFILIATION: University of Connecticut

TITLE: The Response of Higher Education to the Black Presence
PUBLISHED: Journal of College Student Personnel; v13 n5 p388-394 1972

DESCRIPTOR: Institutional analysis report (questionnaire)

Procedure: Questionaires were mailed to 140 predominantly White colleges and universities throughout the country during the summer of 1969. Useable responses were obtained from 68 institutions in the Northeast, the South, the Midwest, and the western United States. Personal visits were made to 14 of the institutions in order to conduct clarifying interviews.

Results: AfroAmerican Cultural Centers were found to be in operation at 21 of the schools, and another 23 were found to be in the planning stages or about to open; Black student organizations existed on 62 of the 68 campuses, and most placed their major emphasis on political finctions; Student leaders tended to be articulate and energetic, but at nearly a quarter of the schools these student leaders were in academic trouble, and 17 schools indicated that no student leader had been able to serve more than one academic year; Almost all of the respondents mentioned student demands for a Black or AfroAmerican Studies Program, more Black faculty and staff, new admissions procedures, and increased Black enrollment, supportive services and greater sensitivity on the part of their administrations.

Implications: It is noted that AfroAmerican cultural centers, Black student organizations, and so-called special programs appear to be a continuation of the welfare system in many respects. It is concluded that if institutions are sincere, they must begin to incorporate many of the programs or more adequately fund them. [N.E.F.]

AUTHOR: Lyons, James E.
AFFILIATION: Adminstrative Assistant to the Vice President
Kentucky State University

TITLE: The Adjustment of Black Students to Predominantly White Campuses
PUBLISHED: Journal of Negro Education; 42 n4 p462-466
1973

AUTHOR: Mannan, Golam
AFFILIATION: Indiana University
AUTHOR: Preusz, Gerald C.
AFFILIATION: Purdue University
Indiana, Indianapolis

TITLE: Reducing Student Attrition on Urban Campuses
PUBLISHED: College Student Journal; v14 n1 p19-23
1980

AUTHOR: Marcum, John P.
AFFILIATION: Southern Illinois University

AUTHOR: Tienda, Marta
AFFILIATION: University of Wisconsin

TITLE: A Canonical Correlation Analysis of Occupational Mobility Among Mexican Americans
PUBLISHED: Sociological Quarterly; v19 n3 p439-449
1978

DESCRIPTOR: Correlational study report (interview survey)

Procedure: A sample of 307 cases was drawn from the 1969 Austin Family Survey of married Mexican American couples living in Austin, Texas. Each male member of the couple was asked to indicate: 1. his father's occupation at the time that he (the respondent) was fourteen years old; 2. his own occupation at the time he first fully entered the labor force; 3. his occupation at the time of the interview. Canonical correlation analysis was then used to determine the pattern of social mobility reflected in the data, and the results were compared to those reported by Klatzky and Hodge (1971) for an Anglo American sample.

Results: Father's occupation and respondent's current occupation were not found to be significantly correlated for the Mexican American sample (r=.37), and this correlation was lower than that reported for the Anglo American sample (r=.45); Father's occupation and respondent's first job were found to be significantly correlated for the Mexican American sample (r=.59), and this was comparable to the corerelation reported for the Anglo American sample (r=.58); Respondent's first and current occupation showed the highest correlation for the Mexican American sample (r=.61), and this was higher than the correlation reported for the Anglo American sample (r=.57).

Implications: It is noted that the differences in the findings of the the two studies might be explained by methodological differences. However, it is held that structural differences such as unequal opportunity for advancement favor a substantive explanation. It is also noted that a decline in blue collar occupations and an increase in more skilled technical positions among the current generation of Mexican Americans suggests the importance of what is termed, structural mobility in accounting for apparent intergenerational shits of occupation and raises questions about the extent to which upward mobility is actually occuring.

Notes: The higher concentration of ethnic minorities in two year vocationally oriented college programs is likely to be feeding this pattern of movement from an unskilled to a skilled servant class. If so there is a real question as to how much it can be taken to represent social, political or economic advancement for these people. [R.A./N.E.F.]

AUTHOR: Marks, Edmond
AFFILIATION: Pennsylvania State University

TITLE: Student Perceptions of College Persistence and Their Intellective, Personality, and Performance Correlates
PUBLISHED: Journal of Educational Psychology; v58 n4 p210-221
1967

AUTHOR: Martinez, Robert A.
AFFILIATION: Baruch College
The City University of New York

TITLE: Dual Ethnicity--Puerto Rican College Students in New York: Research Note
PUBLISHED: Urban Education; v14 n2 p254-259
1979

AUTHOR: McCarthy, Joseph L.
AFFILIATION: Professor of Chemical Engineering
Dean Emeritus of the Graduate School
AUTHOR: Wolfle, Dael
AFFILIATION: Professor of Publis Affairs
University of Washington
Seattle, Washington 98195

TITLE: Doctorates Granted to Women and Minority Group Members
PUBLISHED: Science; v189 n4206 p856-859
1975

DESCRIPTOR: Survey report (questionnaire)

Procedure: The 46 AAU universities in the United States (including the Berkeley and Los Angeles campuses of the University of California) to determine the total number of doctorates conferred by field from 1969 to 1972 and the number expected to be conferred between 1972 and 1975.

Results: Traditional patterns of area concentration for women and for ethnic minorities were found in most cases, but some change in their proportionate representation in the "distinguished and strong departments" was shown; Native American Indian and Hispanic students were found to deviate less from the majority group distribution by field, but Blacks were concentrated in education with few in the sciences, while Asians were heavily concentrated in engineering and the natural sciences. [N.E.F.]

AUTHOR: Medley, Morris L.
AFFILIATION: Department of Sociology
Indiana State University

AUTHOR: Johnsen, Kathryn P.
AFFILIATION: Department of Sociology
Purdue University

TITLE: The Economics of College Plans Among Black High School Seniors
PUBLISHED: Journal of Negro Education; v45 n2 p134-140
1976

DESCRIPTOR: Survey report (questionnaire)

Subjects: In 1973 Survey data was collected from 189 Black students who were seniors at a northern, urban high school. While not a random sample it was found to be comparable to the racial composition and academic distribution of student's comprising the senior class as a whole as well as the general Black high school population in that city.

Procedure: A questionnaire was given to the students in small groups (20-25) with high school teachers and members of the research team present to monitor and answer questions. Information regarding application for college admission was also obtained from the high school director of guidance approximately one month after the class graduation.

Results: Of the 105 students reporting plans to attend college 90% anticipated some financial help from their families, and 30% expected their families to pay most of their college expenses; More than a third of the 84 students who were not planning to attend college gave lack of money as the most important factor, but another 41.7% simply indicated that they did not want to go; More than half of the students who said they would like to attend but lacked the necessary financial support indicated that they would need enough financial aid to cover all of their college expenses, and the rest said that they would need help meeting about half of them; Females at each level of perceived family income adequacy were more likely to apply for college admissions than males; There was also a trend toward increase in application among females as the perceived family income adequacy increased, but no such affect for males.

Implications: It is concluded that economic factors are important considerations in the college plans o f many (Black) students although family income does not appear to be the sole or primary determinant. Government support is advocated as a means of reducing the cost of higher education for low and middle income students.

Notes: The fact that money was more often a factor in the decision to apply for females suggests the differential advantage of athletic scholarships may encourage more low income males than females to seek college admission; Perhaps this social status differences between Black female and male college students is reflected in their estrangement on many campuses. [N.E.F.]

AUTHOR: Melton, Willie
AUTHOR: Thomas, Darwin L.
AFFILIATION: Department of Social Science
Michigan Technological University
Houghton, Michigan

TITLE: Instrumental and Expressive Values in Mate Selection of Black and White College Students
PUBLISHED: Journal of Marriage and the Family; v38 n3 p509-517
1976

DESCRIPTOR: Correlational study report

Procedure: Differences between Black and White college students' values concerning mate selection were investigated at Washington State Univerity during the Spring of 1972.

Results: It was found that: There was little difference between the two groups in terms of the importance of the expressive dimension; Blacks attached greater importance to what were termed the instrumental traits of a potential partner; Black males placed considerably more emphasis on the instrumental dimension than did White males; Socioeconomic status was shown to be a major factor as it varied inversely with importance attributed to instrumental traits.

Notes: It should be noted that mate selection and the formation of future friendships and colleagueships is an important part of the social purpose that college attendance has traditionally served for Whites as well as for Blacks. [N.E.F.]

AUTHOR: Merritt, Mary Strader
AUTHOR: Sedlacek, William E.
AUTHOR: Brooks, Glenwood C. Jr.
AFFILIATION: University of Maryland

TITLE: Quality of Interracial Interaction Among University Students
PUBLISHED: Integrated Education; v15 n3 p37-38
1977

DESCRIPTOR: Survey report (questionnaire)

Results: When the quality of interracial interaction among Black and White students at the University of Maryland was studied it was found that: Regardless of race students tended to feel most comfortable in an integrated situation, less comfortable in a majority, and least comfortable when in a minority; Whites were more comfortable than Blacks in situations: talking with a group, working on a project, party, blind date, divorce suit, competing for grades, sex counseling, and major surgery; Blacks were more comfortable than Whites in situations: integrated neighborhood, and integrated dormitory.

Implications The need to consider social interactions separately is emphasized, since Blacks and Whites appear to have reached the point of being fairly comfortable in more formal academic settings but not in those requiring close social interaction. [N.E.F.]

AUTHOR: Meyers, Michael
AFFILIATION: Metropolitan Applied Research Center
New York, New York

TITLE: Black Education at Antioch College
PUBLISHED: Youth and Society; v5 n4 p379-396
1974

DESCRIPTOR: Autobiographical case study report

Implications: The student experience at Antioch during the late 1960s is seen as pointing up the contradictions of Black-only courses and residential programs within White colleges that claim to be integrating the students into the larger society. Antioch's Unity House is seen as a study in the extremes of benign neglect and ineffectiveness on the part of White adminstrators. Particular emphasis is placed on the predicament of the Black student who is prepared to receive an integrated education and is pitted against other Blacks who demand conformity to their withdrawal strategies. [N.E.F.]

AUTHOR: Mingle, James R.
AFFILIATION: Research Associate
Southern Regional Education Board
Atlanta, Georgia

TITLE: Faculty and Departmental Response to Increased Black Student Enrollment

PUBLISHED: Journal of Higher Education; v49 n3 p201-217
1978

DESCRIPTOR: Institutional analysis survey questionnaire & interview)

Procedure: Reports on research conducted at the Institute for Social Research and the Center for the Study of Higher Education at the University of Michigan involving 13 Midwestern institutions that had significantly increased their Black undergraduate enrollment during the 1968-1972 period.

Results: Areas of departmental response that were identified include: courses, remedial help, Black faculty, hiring and promotion committees, student grievances and polarization, academic climate, and support for students (the departments rated as most supportive were history and English, while departments of chemistry were rated as least supportive); Aspects of individual faculty response were also identified including: degree of response, predictors of faculty response, commitment to institutional response, teacher role response, and the meaning of response.

Implications: The teacher effectiveness movement is discussed, and it is noted that younger, research-oriented faculty are often less responsive to minority student needs but are more likely to be faced with large numbers of Black and poorly prepared White students in the introductory courses they teach. "Unlike their older tenured colleagues they must struggle with the rites of academic passage; active research, publication, and adequate teaching. Given false expectations, a structure that rewards research but demands teaching and the lack of training in teaching, resentment and lack of reponse among younger faculty is no surprise...As the emphasis continues to shift to the undergraduate levels, especially two year programs, increasing numbers of faculty may be faced with the disparity between their expectations and reality."

Notes: A more detailed and extensive report of the results is available in Peterson et al (1978). [N.E.F.]

AUTHOR: Monro, John U.
AFFILIATION: Director of Freshman Studies
Miles College
Birmingham, Alabama

TITLE: The Black College Dilemma
PUBLISHED: Educational Record; v53 n2 p132-137
1972

DESCRIPTOR: Discussion of issues

Topic of Discussion: Dilemmas facing the Black colleges in a racist and oppressive American society that is itself plagued with dilemmas, choices, and conflicts of principle.

Major Points: The dilemma of whether the Black college should teach students how to fight the surrounding power structure or how to participate in it can be resolved by these schools accepting the responsibility to transmit two cultures instead of one; The dilemma of whether to hold onto the brightest Black students or send them to prestigious state universities after the first two years may be dealth with by giving students the facts and letting them decide for themselves; The dilemma of whether to serve the large number of poorly prepared Black youth or to concentrate on providing quality education for more capable students is not easily resolved in a situation of limited resources; The historical background and future prospects of the some 120 predominantly Black colleges in the United States is discussed along with their potential as instruments of communication and representation for the Black community; The critical manpower needs of the Black colleges are stressed in light of the fact that new patterns of instruction must be developed, and faculty exchange with large universities is suggested as a short-term solution; The success of existing programs that involve support from the business commmunity for Black students who are peparing for careers in business administration is noted, and the importance of increasing the number in graduate schools in the arts and sciences, as well as in medicine and law, is emphasized.

Implications: It is concluded that the dilemmas of Black Colleges may not be dilemmas at all, but problems to be faced squarely and worked through. It is held that if they are, in fact, dilemmas, it is only because these seeming conflicts must be tackled in the general context and habit of racial feelings which shapes words and ideas. It is noted that in a rational society one would be no more troubled by the idea of a Black college than by the idea of a White college. [M.V./N.E.F.]

AUTHOR: Monroe, Sylvester
AFFILIATION: Student
Harvard College

TITLE: Guest in a Strange House
PUBLISHED: Saturday Review of Education; v1 n1 p45-48
1973

DESCRIPTOR: Autobiographical case study

Implications: Documents the Black experience at Harvard during the late 1960s, and questions the quality of education that was obtained by Black students who shut themselves off from the strength of the institution on order to affirm their self-identities. [N.E.F.]

AUTHOR: Moos, Rudolf H.
AFFILIATION: Professor
Department of Psychiatry and
Director
Psychiatry Research Training Program
Stanford University

TITLE: Social Environments of University Living Groups--Architectural and Organizational Correlates
PUBLISHED: Environment and Behavior; v10 n1 p109-126
1978

DESCRIPTOR: Institutional analysis survey report (questionnaire)

Subjects: A sample of 87 student living groups was drawn from a larger national sample of 168 living groups on 16 college and university campuses. The 87 were selected for analysis, because relatively complete data on architectural and organizational characteristics had been collected for them. The groups wee male-only (23), female-only (28), or co-ed (36). Some were freshman-only, and some were upperclassman-only. More than half (47) were on public, state, college or university campuses, and the rest (39) were at private schools. The sample included a wide variety of students as well as representation of the full range of living groups currently found in colleges and universities.

Procedure: The University Residence Environment Scale (URES) and a residence hall information form dealing with the architectural and organizational characteristics of student living groups were used to assess ecological, organizational, and psychological dimensions of the living group.

Results: Larger living groups had less emphasis on involvement, emotional support and innovation and more emphasis on traditional social orientation; A higher proportion of single rooms meant less emphasis on involvement, suppot and innovation and more emphasis on academic achievement; Presence of a snack bar or vending machine corresponded with more emphasis on involvement and emotional support and less emphasis on competition, academic achievement, order, organization; More facilities for studying and/or more recreational facilties showed more emphasis on student influence and less emphasis on traditional social orientation, order, organization (academic achievement was lower in living groups that had more emphasis on involvement, emotional support, student influence and innovation and less emphasis on traditional social orientation, competition, order, and organization.

Notes: It seems important not to confuse correlation with causal relationship in any effort to apply these findings to the design of future student living environments. [N.E.F.]

AUTHOR: Moos, Rudolf H.
AFFILIATION: Social Ecology Laboratory
Department of Psychiatry
Stanford University

AUTHOR: Van Dort, Berneice
AFFILIATION: Veterans Administration Hospital
Palo Alto, California

AUTHOR: Smail, Penny
AUTHOR: De Young, Alan

TITLE: A Typology of University Student Living Groups

PUBLISHED: Journal of Educational Psychology; v67 n3 p359-367
1975

DESCRIPTOR: Institutional analysis survey report (questionnaire)

Procedure: A sample of 100 university living groups from a larger national sample of 168 living groups on 16 college and university campuses was used to assess dimensions of university living group climate. The groups were categorized as male-only (31), female-only (41), or coed (78). Some were made up of freshmen or upperclassmen-only, and some were integrated across classes. Some were units of medical students. More than half (58) were on public, state, college or university campuses, and the rest (42) were on the campuses of private schools.

Results: Analysis yielded five distinct clusters: competition orientation; supportive achievement orientation; independence orientation; relationship orientation; and traditionally social orientation. Differentces were found in the representation of living groups among these clusters in terms of sex composition, size, institutional affiliation, and impact on students. [N.E.F.]

AUTHOR: Moynihan, Daniel Patrick
AFFILIATION: Former Assistant Secretary of Labor

TITLE: Employment, Income, and the Ordeal of the Negro Family
PUBLISHED: Daedalus; v94 n4 p745-770
1965

AUTHOR: Muhs, William F.
AFFILIATION: Assistant Professor of Management
Washington State University-Pullman

AUTHOR: Popp, Gary E.
AFFILIATION: Associate Professor of Management
AUTHOR: Patterson, Herman F.
AFFILIATION: Chairman
Office Administration Department
Memphis State University

TITLE: The Mexican American in Higher Education: Implications for Educators
PUBLISHED: Personnel and Guidance Journal; v58 n1 p20-24
1979

DESCRIPTOR: Demographic analysis

Procedure: Data collected by the College Entrance Examination Board (CEEB) in 1972 and supporting statistics derived from a review of the literature on Mexican Americans in higher education are presented along with a detailed analysis of figures obtained from the University of Texas at El Paso:

Distribution of Spanish Surnamed Students by College:

	YEAR						
College	S75	F74	S74	F73	S73	F72	S72
Liberal arts	37.4	36.3	36.1	36.0	37.1	36.4	38.3*
Science	13.9	16.7	15.6	15.4	13.4	13.6	11.4
Business	14.6	14.2	13.4	14.6	14.6	13.8	13.6
Education	12.7	12.5	13.7	14.3	15.6	15.7	16.6
Engineering	7.7	8.0	8.5	8.8	8.7	9.8	9.7
Nursing	3.4	3.2	3.4	3.3	3.3	2.9	1.9
Graduate	10.1	9.2	9.3	7.6	7.4	7.7	8.5

*(Percent of total for all schools for that year).

Implications: Cultural values effecting education are discussed, and it is noted that Mexican American students place more emphasis on cooperation and group achievement than on individual achievement. It is likely therefore that problems may arise in using the "democratic" leadership styles that are favored in the U.S. when the Mexican American culture places more emphasis on traditional leadership roles. It is concluded that the education of Mexican American students may be enhanced if teachers know how to properly reinforce "successful behavior." [Y.R./N.E.F.]

AUTHOR: Muskat, Hermine
AFFILIATION: Boston State College

TITLE: Educational Expectations and College Attrition
PUBLISHED: National Association of Secondary Principals Association Journal; v17 n1 p17-22
1979

AUTHOR: Myers, Samuel L. Jr.
AFFILIATION: Assistant Professor of Economics
University of Texas
Austin

TITLE: Personal Testimony: The Agony of the Black Scholar in the White World
PUBLISHED: Phi Delta Kappan; v58 n10 p746-750
1977

DESCRIPTOR: Autobiographical case study

Implications: The experience of a Black student who received his doctorate in economics at MIT is contrasted with his undergraduate education at a Black college (Morgan State College, Maryland); Emphasis is placed on the special efforts made to not only enroll, but graduate qualified Blacks from MIT's highly rigorous program; The negative effects of extreme competition among the students at MIT is also discussed. [N.E.F.]

AUTHOR: Nelson, Gordon A.
AFFILIATION: Professor of Education
Cornell University
Ithaca, New York

TITLE: College Characteristics Associated With Freshman Attrition
PUBLISHED: Personnel and Guidance Journal; v44 n10 p1046-1050
1966

DESCRIPTOR: Institutional analysis report

Procedure: A randomly selected group of 100 four year institutions with low dropout rates was compared with a randomly selected group of schools whose dropout rates were not as low. The schools designated as "low dropout" had attrition rates that ranged from 0% to 5% and a median rate of 3%, and those designated as "not as low dropout" had attriton rates that ranged from 6% to 47% with a median rate of 11%. The two groups were compared on 22 variables.

Results: Significant differences were found on 15 of the 22 variables which were grouped into more general factors: 1. Masculinity (schools with a higher proportion of men and students with a traditionally male orientation were found to have higher freshman attrition rates; 2. Selectivity (schools with more competitive admissions and a larger proportion of students with high academic aptitude were found to have lower freshman attrition rates; 3. Size (smaller institutions with a faculty/student ratio no higher than 1:13 and/or those located in communities with a population of less than 35,000 were found to have less attrition). [N.E.F.]

AUTHOR: Newlon, Lorraine L.
AFFILIATION: Acting Associate Director
Admissions and Records
AUTHOR: Gaither. Gerald H.
AFFILIATION: Director of Institutional Research
California State University
Northridge

TITLE: Factors Contributing to Attrition: An Analysis of Program Impact on Persistence Patterns
PUBLISHED: College and University; v55 n3 p237-251
1980

AUTHOR: Newman, Philip R.
AUTHOR: Newman. Barbara M.
AFFILIATION: Russell Sage College

TITLE: Identity Formation and the College Experience
PUBLISHED: Adolescence; v13 n50 p311-326
1978

DESCRIPTOR: Theoretical statement

Major Propositions: Defines three key points for studying the impact of the college experience: amount of student/faculty interaction; identity status of students; degree of fit between student values and college values.

Notes: Each of these points can also represent an important theoretical construct for research on the minority student's college expereince as well. [N.E.F.]

AUTHOR: Noel, Margaret M.
AUTHOR: Burbach, Harold J.
AFFILIATION: University of Virginia
Charlottesville, Virginia

TITLE: Black Versus White Colleges: A Study of the Perceptual Distirctions of Black Students

PUBLISHED: College Student Journal; v12 n2 p158-163
1978

DESCRIPTOR: Institutional analysis report

Subjects: Individuals were randomly selected from the undergraduate populations of two institutions of higher education. One was a Black four year liberal arts college with an enrollment of approximately 4,000 students, eight percent of whom were White, and Black members of the faculty and administration outnumbered White by a ratio of five to one. The other school had an undergraduate enrollment of nearly 10,000, and Black representation among the students, faculty, and administration was less than four percent.

Procedure: Waterman's (1972) College Perceptions Questionnaire was adapted for use in the present study and administered to five classes at the Black college (from which 108 useable questionnaires were obtained) and mailed to a randomly selected group of Black students attending the White college (from which 63 questionnaires were obtained). Discriminant analysis was used to select an optimum set of items for distinguishing between the responses of these two groups of students.

Results: The White school was found to have a generally stronger academic image than the Black school, but students attending the White school tended to be less satisfied with their department's academic standing. The Black school was perceived as having a more supportive and congenial atmosphere than was the White school where respondents tended to agree that too many of their fellow students were so wrapped up in their intellectual development that they were close to being fauilures as social persons; Black students at the White school seemed to have more positive than negative feelings about the administration, whereas the reverse appeared to be true for those at the Black college.

Implications: These findings are taken as support for the notion that there are major differences in the ways Black and White institutions are perceived by the Black students that attend them. It is suggested that colleges and universities may need to translate this knowledge into a more worthwhile educational experience for their Black students.

Notes: Problems related to the different sampling techniques used in the two colleges and to the fact that these particular institutions may not be comparable enough to make the findings meaningful need to be more carefully considered. It may also be important to recognize that Black students who chose to tend a White school are not likely to view their educational environment in the same way as those who were content to enroll at a Black school. [C.M./N.E.F.]

AUTHOR: O'Shea, Arthur J
AFFILIATION: Assistant Professor of Education and
Counselor
Counseling and Testing Center
Northeastern University
Boston, Massachusetts

TITLE: Peer Relationships and Male Academic Achievement: A Review and Suggested Clarification
PUBLISHED: Personnel and Guidance Journal; v47 n5 p417-423
1969

AUTHOR: Ovando, Carlos J.
AFFILIATION: University of Southern California

TITLE: Female and Male Latino College Aspirations: The Implications for Pluralistic Education
PUBLISHED: Educational Research Quarterly (special); v2 n4 p106-122
1978

DESCRIPTOR: Survey report (questionnaire)

Subjects: In 1975 a questionnaire developed to determine factors associated with college aspiration was administered to a random sample of male and female, Latino and nonLatino, juniors and seniors enrolled in a large, midwestern, metropolitan high school. The high school was composed of approximately 80% Spanish surnamed students with a majority of Puerto Rican origin. Interval sampling was used and noncollege as well as college aspiring students were included. A subsample of Latinos was selected (N=266) consisting of 164 (95 females/69 males) who aspired to college and 102 (56 females/146 males) who did not.

Procedure: The dependent variable was college aspiration and the independent variables were: background (parents' SES, parents' aspirations, family ethnicity); psychological/relational (locus of control, degree of peer influence); structural (student's perceptions of college benefits and costs in economic, social and psychological terms). Scales for social class awareness and ethnic group awareness were also administered.

Results: In general females and males showed similar patterns with regard to factors associated with college aspiration and both showed higher levels of peer influence, perception of benefits and costs, ethnic group awareness and social class awareness than noncollege aspiring males and females; The differences by sex within the college aspiring group were a matter of degree rather than direction with the females showing higher levels of internal control, peer influence and perception of benefits and costs.

Implications: It is concluded that students who have an understanding of their positions within the social structure are most likely to aspire to college regardless of such factors as sex, SES, or psychosocial predispositions. It is noted, however, that low SES males are somewhat less likely to aspire to college, and that among the college aspiring there is a tendency for females to show higher levels of internal control and to have a stronger sense of what a college education will mean in their lives. These apparent differences are discussed in terms of sociopolitical realities effecting the students' lives.

Notes: The level of college aspiration of these students is described as extremely high because of their relatively low socioeconomic status as a group; This can be compared with the "dissociation" theory about Blacks aspirations (see Antonovsky; 1967); In addition to refelecting the temper of the times, these students' aspiration levels may suffer from a lack of opportunity for social comparison with high SES students. [N.E.F.]

AUTHOR: Pantages, Timothy J.
AFFILIATION: Marion-Polk-Yamhill
Council on Alcoholism

AUTHOR: Creedon, Carol F.
AFFILIATION: Reed College

TITLE: Studies of College Attrition: 1950-1975
PUBLISHED: Review of Educational Research; v48 n1 p49-101
1978

AUTHOR: Parrish, Dorothy

TITLE: A Question of Survival The Predicament of Black Women
PUBLISHED: Integrated Education; v14 n3 p19-23
1976

AUTHOR: Pascarella, Ernest T.
AFFILIATION: Syracuse University

TITLE: Students' Perceptions of College Environments: How They Are
Understood by Adminstrators
PUBLISHED: Journal of College Student Personnel; v15 n5 p370-375
1974

AUTHOR: Pascarella, Ernest T.
AFFILIATION: Syracuse University

TITLE: Factor Analytic Comparison of Faculty and Students Perceptions
of Students
PUBLISHED: Journal of Experimental Education; v44 n1 p26-32
1975

AUTHOR: Pascarella, Ernest T.
AFFILIATION: University of Illinois at Chicago Circle

TITLE: Student Faculty Informal Contact and College Outcomes
PUBLISHED: Review of Educational Research; v50 n4 p545-595
1980

AUTHOR: Pascarella, Ernest T.
AFFILIATION: University of Illinois at Chicago Circle

AUTHOR: Terenzini, Patrick T.
AFFILIATION: Syracuse University

TITLE: Student Faculty Informal Relationships and Freshman Year Educational Outcomes
PUBLISHED: Journal of Educational Research; v71 n4 p183-189 1978

AUTHOR: Pascarella, Ernest T.
AFFILIATION: University of Illinois
Chicago Circle

AUTHOR: Terenzini, Patrick T.
AFFILIATION: State University of New York at Albany

TITLE: Student Faculty Informal Contact and College Persistence: A Further Investigation
PUBLISHED: Journal of Educational Research; v72 n4 p214-218 1979

DESCRIPTOR: Correlational study report

Subjects: A simple random sample of 1,0008 freshmen was drawn by computer from among the total population of incoming freshman during July of 1975 and asked to complete a multidimensional measure of personality needs and a detailed preenrollment questionnaire. Useable responses were received from a total of 766 students (76%) who subsequently enrolled, and 536 (70%) of those who initially rsponded also completed followup questionnaires during late March of 1976. A review of students' records in September showed that 90 of the 536 had voluntarily withdrawn and 8 had been asked to leave for academic reasons. The academic dismissals were excluded from the study, and the remaining sample of 528 students was found to be representative of the Syracuse freshman population with respect to sex, college of enrollment, academic aptitude (as measured by SAT scores), and cumulative freshman GPA.

Procedure: The student pre-enrollment characteristics controlled in the study were racial/ethnic origin, initial major program of study, academic aptitude, highschool class size, highschool achievement, personality characteristics, mother's and father's educational attainment, and expected frequency of informal contacts with faculty during the freshman year. In order to measure the actual extent of informal faculty contact, the followup questionnaire asked students to indicate for each semester the number of times they had met informally with a faculty member to obtain basis course or academic program information, to discuss future career issues, to get help with a disturbing personal problem, to discuss intellectual or course related matters, to discuss a campus issue of problem, or to socialize. Only contacts of ten minutes or more were counted, and preliminary examination of the frequency distribution showed substantial positive skewness due to the fact that a large number of students reported few or no interactions. To avoid specious results based on the impact of outlying cases the data was transformed into natural logarithms and a constant of 1.0 added to each measure. Stepwise multiple regression analysis was then conducted.

Results: Interactions focusing on intellectual and course-related matters had the largest significant partial correlations for both sexes; For men frequency of informal contacts with faculty to discuss their future careers and to obtain information about courses or programs was positively related to freshman year persistence; For women the reasons for those informal contacts having significant partial correlations with persistence were to socialize and to discuss campus issues.

Implications: It is noted that those informal contacts associated with persistence for men seemed to be more instrumental in nature, while those showing that effect for women seemed to be directed more toward intrinsic outcomes. It is suggested that this finding may to some extent reflect differences in perceived need for developing a sense of career identity during college.

Notes: It seems likely that women are responding to cues from the faculty members about appropriate reasons for seeking informal contact. Replication with controls for the sex and race of faculty members would be one way to investigate that possibility and also the more general issue of how certain students are given the message by an institution that they do not really belong there and cannot expect the same educational experience as those who do. [G.H./N.E.F.]

AUTHOR: Pascarella, Ernest T.
AFFILIATION: Associate Professor of Education
University of Illinois at Chicago Circle

AUTHOR: Terenzini, Patrick T.
AFFILIATION: Director of Institutional Research
State University of New York at Albany

TITLE: Predicting Freshman Persistence and Voluntary Dropout Decisions From a Theoretical Model
PUBLISHED: Journal of Higher Education; v51 n1 p60-75
1980

AUTHOR: Pascarella, Ernest T. & Terenzini, Patrick T.
AFFILIATION: University of Illinois at Chicago

AUTHOR: Terenzini, Patrick T.
AFFILIATION: State University of New York at Albany

TITLE: Student Faculty and Student Peer Relationships as Mediators of the Structural Effects of Undergraduate Residence Arrangement
PUBLISHED: Journal of Educational Research; v73 n6 p344-353
1980

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AUTHOR:           Pascarella, Ernest T.
AFFILIATION:      College of Education
                  University of Illinois at Chicago

AUTHOR:           Terenzini, Patrick T.
AFFILIATION:      State University of New York at Albany

TITLE:            Residence Arrangement, Student Faculty Relationships and
                  Freshman Year Educational Outcomes
PUBLISHED:        Journal of College Student Personnel;  v22 n2  p147-156
                  1981

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AUTHOR:           Pascarella, Ernest T.
AFFILIATION:      Associate Professor of Education
                  University of Illinois at Chicago Circle

AUTHOR:           Terenzini, Patrick T.
AFFILIATION:      Associate Professor of Higher Education
AUTHOR:           Hibel, James
AFFILIATION:      Research Assistant
                  Office of Student Affairs
                  Syracuse University

TITLE:            Student Faculty Interactional Settings and Their Relationship
                  to Predicted Academic Performance
PUBLISHED:        Journal of Higher Education;  v49 n5  p450-463
                  1978

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AUTHOR:           Pearson, Willie, Jr.
AFFILIATION:      Doctoral Candidate
                  Southern Illinois University

TITLE:            Race and Universalism in the Scientific Community
PUBLISHED:        Sociological Inquiry;  v48 n3  p38-53
                  1978

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AUTHOR:           Peretti, Peter O.
AFFILIATION:      Department of Psychology and Sociology
                  Kennedy-King College
                  6800 South Wentworth Avenue
                  Chicago, Illinois 60621

TITLE:            Closest Friendships of Black College Students:  Social
                  Intimacy
PUBLISHED:        Adolescence;  v11 n43 p395-433
                  1976

DESCRIPTOR:       Correlational study report
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Subjects: In 1976 a study was done of Black students at Kennedy-King College in Chicago, Illinois to determine their perceptions of their closest friendship units.

Results: Different degrees of intimacy were found to characterize same and oppostite sex relationships (one third of the same sex as compared to 62% of the opposite sex friendships were in the greatest social intimacy range); For both kinds of relationships dyads tended to be most socially intimate.

Notes: The importance of personal relationships for Black students may mean that experiences of social isolation will seriously limit the value of the college attendance for them. [N.E.F.]

AUTHOR: Peretti, Peter O.
AFFILIATION: Assistant Professor of Psychology
Kennedy-King College
Chicago, Illinois 60621

TITLE: Closest Friendships of Black College Students--Structural Characteristics
PUBLISHED: Psychology; v13 n1 p11-18
1976
PUBLISHED: Human Relations; v30 n1 p43-51
1977

AUTHOR: Pervin, Lawrence A.
AFFILIATION: Princeton University

TITLE: Satisfaction and Perceived Self-Environment Similarity--A Semantic Differential Study of Student College Interaction
PUBLISHED: Journal of Personality; v35 n4 p623-634
1967

AUTHOR: Pervin, Lawrence A.
AFFILIATION: Princeton University

TITLE: Performance and Satisfaction as a Function of Individual Environment Fit
PUBLISHED: Psychological Bulletin; v69 n1 p56-68
1968

AUTHOR: Pervin Lawrence A.
AUTHOR: Rubin Donald B.
AFFILIATION: Department of Psychology
Princeton University

TITLE: Student Dissatisfaction With College and College Dropout
A Transactional Approach

PUBLISHED: Journal of Social Psychology; v72 n2 p285-295
1967

DESCRIPTOR: Correlational Study Report

Procedure: Two weeks after being paid participants in a study of cognitive style and physiological functioning, 50 Princeton University upperclassmen individually completed the Instrument for the Transactional Assessment of Personality and Environment (ITAPE). This questionnaire was developed to assess students perceptions of their own personality characteristics and of those characteristics associated with Princeton College or various parts of the college. Using a semantic differential technique the students were asked to make their judgements using 60 polar adjective scales. Examples of the polar adjective scales are authoritarian-democratic, grinding-fun loving, religious-secular. equalitarian-status oriented. The students were also asked to indicate the probability that they would drop out of college for academic or nonacademic reasons, their attitudes toward dropping out, and the extent to which they were satisfied academically and nonacademically.

Results: It was found that perceived discrepancies between the self and the college. the self and other students, and this college and the ideal college were not significantly correlated with reported probability of dropping out for academic reasons but were significantly correlated with dropping out for nonacademic reasons; There was some evidence of relationship between these perceptual discrepancies and reports of academic dissatisfaction but their relationship to nonacademic dissatisfaction was found to be much stronger.

Implications: The findings are taken as support for the individual-environment interaction approach and as demonstrating the utility of ITAPE. It is noted, however, that further research is needed to define the relevant environmental and personality variables, since it is possible that different personalities will deal with perceived self-environment discrepancies in different ways. It is also noted that longitudinal and comparative studies of other types of colleges are needed, and potential uses of ITAPE are discussed. [R.Y./N.E.F.]

AUTHOR: Peterson, Roy P.
AFFILIATION: Assistant to the President
Oregon State University at Corvallis and
Fellow of Academic Administration Intern Program
American Council of Education

AUTHOR: Peterson, Juanita Betz
AFFILIATION: Instructor
Cahokia, Illinois School District and
Doctoral Student
Oregon State University
Corvallis

TITLE: White Southern Institutions and Black Students: A New Partnership
PUBLISHED: Educational Record; v55 n1 p13-22
1974

AUTHOR: Pfeifer, C. Michael
AUTHOR: Sedlacek, William E.
AFFILIATION: University of Maryland
College Park

TITLE: Validity of Academic Predictors for Black and White Students at a Predominantly White University
PUBLISHED: Journal of Educational Measurement; v8 n4 p253-261
1971

AUTHOR: Pfeifer, C. Michael
AUTHOR: Sedlacek, William C.
AFFILIATION: Cultural Study Center
University of Maryland
College Park

TITLE: Predicting Black Student Grades with Nonintellectual Measures
PUBLISHED: Journal of Negro Education; v43 n1 p67-76
1974

AUTHOR: Pfeifer, C. Michael
AUTHOR: Schneider, Benjamin
AFFILIATION: University of Maryland

TITLE: University Climate Perceptions by Black and White Students
PUBLISHED: Journal of Applied Psychology; v59 n5 p663-662
1974

DESCRIPTOR: Survey report (interview & questionnaire)

Procedure: A sample of 43 Black and 73 White students at the University of Maryland were asked to write essays describing the school and were later interviewed. A questionnaire was developed from this data and administered to 730 White and 138 Black University of Maryland students.

Results: The Black students were found to distinguish between personal and institutional racism more than the White students did; The Black students expressed more negative feelings of social isolation, while the White students expressed more positive feelings of social interaction. [N.E.F.]

AUTHOR: Poussaint, Alvin
AFFILIATION: Associate Professor of Psychiatry and
Associate Dean of Student Affairs
Harvard Medical School
Boston

TITLE: The Black Administrator in the White University
PUBLISHED: The Black Scholar--Journal of Black Studies and Research;
v6 n1 p8-14
1974

DESCRIPTOR: Discussion of issues

Topic of Discussion: The problems of the Black administrator are articulated in terms of the special "minority affairs" positions with delimited authority and responsibility that precludes advancement and also inerferes with academic careers.

Major Points: Black administrators are described as being caught between the demands of militant Black students and the expectations of White staff and administrators that they take "firm stands" with sch dissidents; Issues of (real and perceived) competence are raised in light of the fact that few Blacks have been adequately trained for administrative positions in higher education, and most are drawn from the academic ranks to the detriment of their scholarly work (or inundated with special duties if they do not accept such positions).

Implications: It is concluded that the "special problem" status of Black administrators in White colleges is beginning to mirror the "special problem" status of Black students on such campuses. [N.E.F.]

AUTHOR: Poussaint, Alvin
AFFILIATION: Assistant Professor of Psychiatry

AUTHOR: Atkinson, Carolyn O.
AFFILIATION: Doctoral Candidate in Sociology
Harvard University
Tufts University School of Medicine

TITLE: Negro Youth and Psychological Motivation
PUBLISHED: Journal of Negro Education; v37 n2 p241-251
1968

AUTHOR: Poussaint, Alvin
AFFILIATION: Department of Psychiatry
Harvard Medical School

AUTHOR: Atkinson, Carolyn
AFFILIATION: Department of Sociology
Columbia University

TITLE: Black Youth and Motivation
PUBLISHED: Black Scholar; v1 n5 p43-51
1970

AUTHOR: Prediger, Dale J.
AFFILIATION: The University of Toledo

TITLE: Prediction of Persistence in College
PUBLISHED: Journal of Counseling Psychology; v12 n1 p62-67
1965

DESCRIPTOR: Correlational study report

Procedure: In order to test commonly used academic predictors of college persistence and to explore the unique contribution of biographical data to this task, the 1.710 males who had entered the University of Missouri in the Fall of 1961 were followed up in the Spring of 1963. The Biographical Inventory used included items about parents´ occupation, education, health amd marital status. the type and location of their home, and about their financial resources as well as about the subjects taken by the student in highschool, his extracurricular activites, and his health.

Results: Discriminant analysis suggested that only past academic achievement tended to distinguish between persisters and nonpersisters; The Biographical Inventory was found to make no measureable contribution to the prediction of college persistence.

Implications: It is suggesed that critical factors leading to the persistence or withdrawal of students with different levels of acdemic ability be further investigated. [N.E.F.]

AUTHOR: Prediger, Dale J.
AFFILIATION: University of Toledo
Toledo, Ohio

TITLE: Application of Moderated Scoring Keys to Prediction of Academic Success
PUBLISHED: American Educational Research Journal; v3 n2 p105-111 1966

AUTHOR: Prediger, Dale J.
AFFILIATION: Professor of Education
University of Toledo
Toledo, Ohio

TITLE: Biographical Data Differentiating College Attenders From Nonattenders at Various Ability Levels
PUBLISHED: Measurement and Evaluation in Guidance; v2 n4 p217-224 1970

AUTHOR: Rafky, David M.
AFFILIATION: Syracuse University
Syracuse, New York

TITLE: Are Blacks Who Teach Black Studies Different? A Research Note
PUBLISHED: College Student Journal; v6 n2 p55-61
1972

AUTHOR: Rafky, David M.
AFFILIATION: Criminology and Education
City College of Loyola
New Orleans, Louisiana

TITLE: Student Militance: A Dilemma For Black Faculty
PUBLISHED: Journal of Black Studies; v3 n2 p183-206
1972

AUTHOR: Rafky, David M.
AFFILIATION: City College of Loyola University
New Orleans

TITLE: The Attitudes of Black Scholars Toward Black Colleges
PUBLISHED: Journal of Negro Education; v41 n4 p320-330
1972

AUTHOR: Rafky, David M.
AFFILIATION: Assistant Professor of Criminology and Education
City College of Loyola University

TITLE: The Black Scholar in the Academic Market Place
PUBLISHED: Teachers College Record; v74 n2 p225-260
1972

DESCRIPTOR: Survey report (questionnaire)

Procedure: A list of 699 Black faculty in more than 184 predominantly White non-Southern institutions (believed to represent 75-90% of the total target population) was assembled and compared with 699 Whites matched for academic field, size, location, and public or private status of their employing institutions. Women repesented 28% of the Black and 18% of the White respondents. A largely precoded questionnaire was mailed to both groups and returned by 79% (554) of the Blacks and 63% (442) of the Whites. Most of the respondents were at schools in the Middle Atlantic states and few were in the Mountain states region.

Results: There were found to be relatively few Blacks on the faculties of predominantly White colleges and universities; Although Blacks indicated that they had attended relatively low quality colleges and graduate schools, they were proportionately more likley to hold positions at elite schools where they were concentrated in the lower ranks without tenure; Racial differences in publication, tenure, and rank were found to be maintained in most age groups; Younger Blacks had more limited qualifications than older Blacks or same aged Whites, but had not been exempt from "the vagaries of the academic market place.

Implications: It is concluded that the number of new Black doctorates remains low, but many are not attracted to White schools (instead taking government or industry jobs or positions at Black institutions, while others are deliberately excluded from applicant pools by White administrators. It is noted that recruiting efforts directed especially at Blacks help to balance such trends, but are aimed mainly at those already in the profession. [N.F.F.]

AUTHOR: Rafky, David M.
AFFILIATION: Assistant Professor of Education
Syracuse University

TITLE: Wit and Racial Conflict Among Colleagues
PUBLISHED: Integrated Education; v10 n1 p38-43
1972

AUTHOR: Rafky, David M.
AFFILIATION: Loyola University
New Orleans

TITLE: Ambiguities in Race Relations: Blacks and Whites in Higher Education
PUBLISHED: International Journal of Group Tension; v3 n1-2 p12-27
1973

AUTHOR: Rafky, David M.
AFFILIATION: Loyola University
New Orleans, Louisiana

TITLE: Attitudes of Black Studies Faculty Toward Black Students: A National Survey
PUBLISHED: Journal of College Student Personnel; v14 n1 p25-30
1973

DESCRIPTOR: Survey report (questionnaire)

Procedure: From a larger sample of faculty teaching at predominantly White nonSouthern institutions (see Rafky, 1972), those who were engaged primarily or part-time in Black studies as teachers, adminstrators, or counselors were selected for comparison with the others on of their attitudes toward Black students. This group constituted two fifths (206) of the Blacks and a quarter (113) of the Whites in the original sample (for the Whites these activities were usually adjunct to their other duties).

Results: Most Black faculty favored university programs for ghetto students and Black studies in general, but some (14%) were nonsupportive having been "unwillingly co-opted" into the area or having lost enthusiasm after exposure; Most (two thirds) of the Black faculty in Black studies and half of their Black colleagues in other fields thought students should have the option to study African languages, but more than 40% thought they were typically not interested in Africa or its languages (apparently the Black experience in America is the major area of interest for Black students); While 23% of the Blacks in Black studies and 15% of the other Black faculty said they preferred to work with "educationally underprivileged" students, most Whites (even in Black studies) said they preferred average or superior students; Black studies faculty favor a combination of remedial programs for these students, while Blacks and Whites in other fields prefer single-faceted approaches such as tutoring or special remedial courses; While Black studies faculty worked primarily with Black students, 20% of the Black faculty in other disciplines do not come into contact with Black students; A majority of the Black faculty said they give Black students special encouragement and emotional support, and one half of them reported cordial relations with Black students and serving as official or unofficial tutors, counselors, advisors to student organizations, and off-campus recruiters

Implications: It is noted that militancy is an issue more often dividing than aligning Black faculty and students, particularly outside the Black studies programs. It is also noted that many of the younger White faculty in urban areas are more supportive of "aggressive" students than are their Black Black colleagues. [N F.F.]

AUTHOR: Rafky, David M.
AFFILIATION: City College of Loyola University
New Orleans, Louisiana

AUTHOR: Beckerman, Marvin
AFFILIATION: Highschool Principal
St Louis, Missouri

TITLE: Teachers' Acceptance of Innovations: Self-Interest, Altruism, and Professionalization
PUBLISHED: College Student Journal; v6 n4 p68-79
1972

DESCRIPTOR: Survey report (questionnaire)

Procedure: In February 1970 largely precoded questionnaires were mailed to 500 elementary teachers randomly selected from among those in eleven school districts of Onondaga County, New York. Completed questionnaires were returned by 240 (48%) of the teachers. Respondents were asked to indicate their willingness to accept each of fifteen innovative policies and programs, to judge how beneficial it would be for the students (altruism) and to judge how helpful it would be in their teaching (self-interest). Miller's Inventory of Change-Proneness was also included in the questionnaire along with items on personal attributes, characteristics of the school and school system, and the teacher's career pattern.

Results: Teachers willingness to support the fifteen new educational programs in question was not found to be strongly related to background, career, psychological or organizational variables; Self-interest and altruistic motives were found to be the major determinants of acceptance of innovation; For each of the fifteen innovations, the effects of self-interest were found to be greater than the effects of altruism; Miller's Inventory of Change-Proneness was not found to be a reliable measure of willingness to accept innovation.

Implications: It is concluded that the measure of teachers' attitudes toward specific innovations may be a more useful, direct, reliable and valid test of their change-proneness than "traditional" individual, aggregate, and organizational variables.

Notes: It also seems likely that this would be the case for innovations in programs in higher education. If so then it may be important to demonstrate how special programs for ethnic minority and other nontraditional students can be useful to the faculty member who is more concerned about doing his or her job as well as possible than about meeting the needs of individual students. Of course it's possible that the teachers who chose to respond to this survey were the ones who favor innovation, and that they are more motivated by self-interest (e.g. professional advancement) than those who did not respond. It may also be that the more conservative teachers who are not represented here would not be willing to accept the changes under any circumstances. [M.S./N.E.F.]

AUTHOR: Ramey, Craig T.
AUTHOR: Campbell, Francis A.
AFFILIATION: University of North Carolina

TITLE: Parental Attitudes and Poverty
PUBLISHED: Journal of Genetic Psychology; v128 n1 p3-6
1976

DESCRIPTOR: Quasi-experimental study report

Subjects: A measure of parental attitudes toward child rearing and a measure of locus of control were administered to 28 young Black mothers of children considered to be at high risk for cultural-social retardation and to a randomly selected comparison group of 34 mothers from the local community who had infants born in the same year. The lower class mothers had a mean age of 21.59 years and an average of 10.22 years of education. The comparison group had a mean age of 27.68 years, an average of 15.74 years of education and was predominately white (as was the local community). The percentage of first born children was virtually the same in both groups.

Procedure: The instruments were administered verbally to the lower class mothers to avoid difficulties in reading or understanding the items. The comparison group responded with the more typical paper and pencil method.

Results: The lower class mothers scored significantly higher on external control and described themselves as more authoritarian, less democratic, less hostile and rejecting than did the mothers in the comparison group. A weak positive relationship is noted between democratic attitude and hostility-rejection.

Implications: It is concluded that more educated women may tend to reject the homemaker mother role, and that parents who feel more in control of their destinies may wish to grant the same freedom to their children. The difference in the relative sophistication of the two groups is noted as a possible source of response bias.

Notes: The different methods of administering the instruments seems likely to have contributed to the different findings for the two groups on the locus of control; It's not really clear who can be presumed to be the better mother and who actually seems to feel more powerless in the world; Age may be confounding the results as well as socioeconomic differences. [N.E.F.]

AUTHOR: Ray Leroi R.
AFFILIATION: Director
Black American Studies
Western Michigan University

TITLE: Black Studies: A Discussion of Evaluation
PUBLISHED: The Journal of Negro Education; v45 n4 p383-396
1976

DESCRIPTOR: Discussion of issues

Topic of Discussion: The problems of Black studies evaluation conducted and interpreted by White men with biases toward White supremacy, male superiority, and affluent elitism. The case of Western Michigan University in 1975 is cited as an example.

Major Points: A range of functions are advocated for Black studies from career counseling and guidance to "creating a conceptual framework for the content of history. literature, drama, journalism, social science, music, art, and the hard sciences;" Black studies is seen as a change agency and it is held that "if institutions were not designed to serve the needs of Black people, then every attempt must be made to alter the philosophy and processes of these institutions."

Implications: It is noted that Black studies is a contradiction in the White university, and that it must function to reveal the inadequacies of higher educaton for all people. [N.E.F.]

AUTHOR: Rayburn, Wendell G.
AUTHOR: Hayes, Edward J.
AFFILIATION: University of Louiseville
Kentucky

TITLE: Compensatory Education: Effective or Ineffective?
PUBLISHED: Journal of Counseling Psychology; v22 n6 p523-528
1975

DESCRIPTOR: Experimental field study report

Procedure: The experiment was designed to measure the effectiveness of a college level compensatory program for Black disadvantaged students at the University of Detroit. A 20% cross-sectional sample of students in the program was selected which included 85 males and 84 females. The largest number (57) of these students were freshmen, 48 were sophomores, 37 were juniors, and 27 were seniors. Almost all (98%) of them were Black and the other 2% were listed as Mexican American or Oriental. A comparison group of 82 male and 70 female regularly enrolled students in the College of Arts and Sciences was also selected. The comparison group consisted of 48 freshmen, 42 sophomores, 32 juniors, and 20 seniors (all of whom were White). The California Achievement Test (CAT), the Strong Vocational Interest Blank (SVIB), and the Junior Index of Motivation (JIM) were given to both groups of students and their scores on the Scholastic Aptitude Test (SAT) were obtained.

Results: The White students were found to have significantly higher levels of aspiration, motivation, and achievement at the lower levels of class standing, but no difference was found for juniors and seniors.

Implications: It is concluded that the gap can be closed if disadvantaged students receive ample financial aid, tutoring, and counseling in spite of low SAT scores. The use of culturally biased standardized tests is therefore challenged. [N.E.F.]

AUTHOR: Record, Wilson
AFFILIATION: Professor of Sociology
Portland State University

TITLE: Some Implications of the Black Studies Movement for Higher Education in the 1970s
PUBLISHED: Journal of Higher Education; v44 n3 p191-216
1973

DESCRIPTOR: Discussion of issues

Major Points: The significance of Black studies for administration, teaching, and research is discussed in terms of: power and decision making (with regard to the use of violence and intimidation as change strategies); curriculum development and faculty selection; research and evaluation. The need for research on the impact of Black studies and other minority group activities is suggested with specific reference to institutional structures, functions, and values.

Implications: A question is raised as to what degree have provincial and pluralistic norms come to guide institutions whose very name 'university' suggests the existence of overarching universal standards for the development of knowledge and for the selection of those competent to receive and expand it." [N.E.F.]

AUTHOR: Record, Wilson
AFFILIATION: Professor of Sociology
Portland State University

TITLE: Response of Sociologists to Black Studies
PUBLISHED: Journal of Higher Education; v45 n5 p364-391
1974

DESCRIPTOR: Discussion of issues

Topic of Discussion: The attitudes of White sociologists and Black students in predominantly White colleges and universities in all geographical regions of the country.

Major Points: The attitudes of these two groups are found to be in sharp contrast and producing several kinds of conflict behavior; The personal and professional crises experienced by White sociologists challenged by Black students are described along with the principle grievances of the students and the structural and organizational changes that resulted; The Black-Jewish conflict and the distinctive pattern of Black-White relations in southern institutions is also considered.

Implications: It is concluded that there has been considerable emphasis on change, but that it is too soon to know if it will turn out to be for the better or for the worse. [N.E.F.]

AUTHOR: Record, Wilson
AFFILIATION: Portland State University

TITLE: White Sociologists and Black Students in Predominantly White Universities
PUBLISHED: The Sociological Quarterly; v15 n2 p164-182
1974

DESCRIPTOR: Survey report (interview)

Results: The four categories of reponders noted were embracers, antagonists, accomodators, and dropouts; Embracers were overrepresented among Blacks, females, and those under 30 years of age; Antagonists were overrepresented among Jewish males, and those over 50 years of age; Accomodators were overrepresented among nonJewish Whites (particularly males); Antagonisms between American and African of Jamaican Blacks are mentioned.

Implications: The role of student disruption in hiring and course approval is also discussed. [N.E.F.]

AUTHOR: Reed, Rodney J.
AFFILIATION: School of Education
University of California, Berkeley

TITLE: Increasing the Opportunities for Black Students in Higher Education
PUBLISHED: Journal of Negro Education; v47 n2 p143-150
1978

DESCRIPTOR: Discussion of issues

Major Points: The continuing underrepresentation of Black students in higher education is seen as being related to a general lack of sensitivity by college faculty and staff, inadequate opportunities and support for their success, and inadequate recruitment efforts; Necessary changes in the current practices of higher education are outlined which would be aimed at attracting, educating, and graduating more minority students by stressing counseling, support, and assistance. [N.E.F.]

AUTHOR: Rhodes, A. Lewis
AUTHOR: Nam, Charles B.
AFFILIATION: Florida State University

TITLE: Religious Context of Educational Expectations
PUBLISHED: American Sociological Review; v35 n2 p253-267
1970

AUTHOR: Richmond, Mossie J., Jr.
AFFILIATION: Arkansas State University
Jonesboro, Arkansas

TITLE: Strategies for Recruiting Minority Students
PUBLISHED: College Student Journal; v13 n2 p200-205
1979

AUTHOR: Rist, Ray C.
AFFILIATION: Assistant Professor
Sociology
Portland State University

TITLE: Black Staff, Black Studies, and White Universities: A Study in Contradictions
PUBLISHED: Journal of Higher Education; v41 n8 p618-629
1970

DESCRIPTOR: Case study report

Procedure: The status of Black staff and Black studies programs in White institutions is analyzed in sociological terms using the case of a teacher counselor position created as special support staff for minority students. The dilemma of marginality and cross-reference group identification is emphasized.

Implications: It is concluded that the goal of the university should be to become the kind of pluralistic institution "the seeks to expose all its students to a systematic study of the diversity of man and all that implies."

Notes: The issue of change agency seems to be implicit in this statement, but it is not clear how the minority is expected to exert such influence over the majority. [N.E.F.]

AUTHOR: Rochin, Refugio I.
AFFILIATION: University of California at Davis

TITLE: The Short and Turbulent Life of Chicano Studies:
A Preliminary Study of Emerging Programs and Problems
PUBLISHED: Social Science Quarterly; v53 n4 p884-894
1973

DESCRIPTOR: Survey Report (questionnaire)

Procedure: Using a directory prepared by the Chicano Studies Division at the University of California's Berkeley campus, each director of a Chicano studies program on 29 college campuses were mailed a questionnaire, and a total of 18 responded.

Results: Most of the respondents indicated that their programs were preceded by Chicano student movements and interested Chicano faculty with concerns that: The Anglo "monoculture" has denied the substantial contribution that Mexican Americans' culture could make to the total society; Institutions of higher education have contributed to the deprived conditions of the urban and rural Chicano by benign neglect; and that Chicanos have been bypassed in programs provided for Blacks while being the largest minority group in the southwestern states. The main problems mentioned by new programs were lack of "hard" money funding for existing and expanding aspects of the program, faculty recruitment, and communicating aims and interests to both the administration, and incoming Chicano students.

Implications These issues are seen as contributing in various ways to the problems of Chicano faculty members. [N.E.F.]

AUTHOR: Rose, Harriet A.
AFFILIATION: University of Kentucky

TITLE: Prediction and Prevention of Freshman Attrition
PUBLISHED: Journal of Counseling Psychology; v12 n p399-
DATE: 1965

DESCRIPTOR: Experimental study report

Subjects: Preliminary testing on personality variables was used to identify 60 freshman boys from the College of Arts and Sciences who were likely to default during the first year.

Procedure I: The 60 students were randomly assigned to two groups, and one group was required by the Dean to attend six individual counseling sessions. Individuals assigned to the control group received neither counseling, nor any other special attention.

Results: There were no students who had defaulted by the end of the year in the group that received counseling, whereas there were five students who had defaulted in the control group. The difference was found to be statistically significant.

Procedure II: From the entire freshman class a group of 42 defaulters was identified and compared with 46 randomly selected persisters on a battery of attitude, personality, aptitude and achievement measures.

Results: Discrimnant analysis suggested significant differences between the two groups on attitude and personality measures (i.e. high anxiety, intolerance of conformity and social introversion all related to defaulting) but not on the aptitude and academic achievement measures.

Implications: Improved social skills and increased acceptance of authority are stipulated as counseling goals for potential defaulters.

Notes: The use of the term defaulter seems to imply an obligation on the part of the student to persist in the course of study no matter what; Likewise the title and method seem to suggest that desire to discontinue is enrollment is a pathological condition; Still the value of special counseling for students identified as being at high risk for noncompletion does seem to be supported by the results. [N.E.F.]

AUTHOR: Rosser, James M.
AFFILIATION: University of Kansas

TITLE: Higher Education and the Black American: An Overview
PUBLISHED: Journal of Afro-American Issues; v1 n2 p189-203
1972

AUTHOR: Russell, Joseph J.
AFFILIATION: Department of Afro-American Studies
Indiana University
Bloomington, Indiana 47401

TITLE: Afro-American Studies: From Chaos to Consolidation
PUBLISHED: The Negro Educatonal Review; v26 n4 p181-189
1975

DESCRIPTOR: Discussion of issues

Topic of Discussion: The socioacademic milieu of the late 1960s and early 1970s that gave rise to the Afro-American studies movement. The case of Indiana University is discussed.

Major Points: Divergent views on the purpose of Afro-American studies are articulated, and its growing importance to academic and international perspective are seen as favorable factors in its unlimited future. [N.E.F.]

AUTHOR: Scott. Patricia Bell
AFFILIATION: Assistant Professor of Black Studies and
Child and Family Studies
University of Tennessee
Knoxville

TITLE: Preparing Black Women for Nontraditional Professions: Some
Considerations for Career Counseling
PUBLISHED: NAWDAC Journal; v40 n4 p135-139
1977

DESCRIPTOR: Discussion of issues

Topic of Discussion: The impact of racial and sex role stereotypes on Black women who are preparing for or working in nontraditional professions are outlined with recommendations and strategies for counselors and other concerned individuals.

Major Points: As a double minority Black women continue to suffer from the occupational stereotype of the domestic servant; The stereotype of Black women as emasculating matriarchs may cause Black women to be reluctant to seek additional professional training or to explore new job options out of fear of being labeled dominant; Data from a pilot study indicates that those Black women enrolled in nontraditional curricula experience feelings of isolation and alienation; A Black professional woman in a predominantly male environment lacks role models and may also experience lonliness and isolation.

Implications: A three level approach to attacking the problem of race and sex role stereotyping is proposed: individual consciousness-raising for the counselor or other helping professional; increasing the client's awareness on an individual and/or group basis; developing supportive programs for institutional change in education and employment practice.

Notes: A clear articulation of the problem and valuable basis for program development. [N.E.F.]

AUTHOR: Scott, Patricia Bell
AFFILIATION: University of Tennessee
Knoxville

TITLE: Two Sides of the Coin: Black Students in White Institutions
PUBLISHED: National Association of Women Deans and Counselors Journal;
v41 n2 p62-66
1978

DESCRIPTOR: Bibliographic analysis

Results: A total of 428 research articles were found to have been reviewed in the College Student Personnel Abstracts (CSPA) between 1965 and 1976 that dealt with Black students in White institutions.

Implications: It is noted that there was "an underemphasis on or neglect of the problems created as a result of racism in the institutional structure and policies of White colleges." A list of seven related issues is discussed with suggestions for future research in the areas detailed. [N.E.F.]

AUTHOR: Scott, Richard R.
AFFILIATION: Department of Sociology
State University of New York, Buffalo

TITLE: Attribution of Internal Control
PUBLISHED: Journal of Black Studies; v6 n3 p277-290
1976

DESCRIPTOR: Experimental study report

Subjects: A fake abilities test resembling standard IQ tests was administered to 32 Black Harvard and Radcliff undergraduates using the facilities of a language laboratory, so all subjects could be tested at once and randomly assigned to one of our experimental conditions in a 2x2 factorial design.

Procedure: Half the subjects were told that they had done extremely well on the test, while the other half were told that they had scored well below normal. The "superior" group was defined as high internal control and the "below normal" group as low internal control, since the test was seen as a measure of personal efficacy. The second factor of manipulation involved half the subjects listening to a tape, which advocated change in the Cambridge school system and insisted that Blacks as individuals were responsible for bringing about the needed improvements. The other half of the subjects listened to a tape of the same speaker blaming "the system" for the deplorable conditions and insisted that it would prevent any individual or group from changing the schools. Four dependent variables measuring: personal control, profession of belief, innovative behavior, and collective behavior were administered in split-half form before and after the manipulations. Analysis of variance was applied to the difference scores.

Results: The collective behavior measure involved group volunteer work in the Cambridge schools, and a significantly higher number of hours were volunteered in the high system blame condition; More hours were also volunteered in the high than in the low personal efficacy condition, but the difference was not statistically significant; Significant interation effects were found for profession of belief and innovative behavior (i.e. higher scores for the in the combined high personal efficacy/individual responsibility condition), but no effect was found for personal control.

Implications: Major methodological problems are acknowledged, and it is conceded that the personal efficacy manipulation may not have been effective.

The fact that only the real-life measure (hours of work volunteered) showed a significant main effect is also taken as an indication that the students were less inclined to seriously invest themselves in the paper-and-pencil measures. It is concluded that level of internal control should be conceived as a function of context (and probably saliency) rather than as a personality factor that is stable over time and across situations. The "actual behavior" versus attitude dimension is noted as a particularly important element.

Notes: Clearly illustrates the limitations of laboratory research in this area; Also not very conclusive given the measure of locus of control. [N.E.F.]

AUTHOR: Scott, Richard R.
AFFILIATION: Department of Psychology
University of Florida

TITLE: Black Faculty Productivity and Interpersonal Academic Contacts
PUBLISHED: Journal of Negro Education; v50 n2 p224-236
1981

AUTHOR: Sedlacek, William E.
AFFILIATION: Cultural Study Center
University of Maryland

TITLE: Issues in Predicting Black Student Success in Higher Education
PUBLISHED: Journal of Negro Education; v43 n4 p512-516
1974

DESCRIPTOR: Discussion of issues

Major Points: The use of commonly employed predictor variables is questioned; The use of such tests as the California Psychological Inventory and the Vocational Preference Inventory is tentatively proposed as an alternative to present selection criteria (a plan is mentioned that involves the University of Maryland at College park accepting 104 students for the Fall of 1972 on such a basis in order to gather data for comparison with regular admits); The use of paper-and-pencil measures with Black students is challenged; It is noted that it is often important to consider second year rather than first year grades in determining minority student college performance due to their need for a period of adjustment. [N.E.F.]

AUTHOR: Sedlacek, William E.
AUTHOR: Brooks, Glenwood, C., Jr.
AUTHOR: Horowitz, Joseph L.
AFFILIATION: University of Maryland

TITLE: Black Admissions to Large Universities: Are They Changing
PUBLISHED: Journal of College Student Personnel; v13 n4 p305-310
1972

AUTHOR: Sedlacek, William E.
AUTHOR: Brooks, Glenwood C. Jr.
AUTHOR: Mindus. Lester A.
AFFILIATION: Cultural Study Center
University of Maryland

TITLE: Racial Attitudes of White University Students and Their Parents
PUBLISHED: Journal of College Student Personnel; v14 n6 p517-520 1973

DESCRIPTOR: Survey report (questionnaire)

Subjects: A racial attitude scale was administered to 229 incoming White freshmen at the University of Maryland and to 78 of their parents during a summer orientation session.

Procedure: Two forms (A and B) of a situational attitude scale were developed using 10 personal and social situations relevant to a racial response and inserting the word. "Black" into each situation on form B. For each item 10 semantic differential scales were used consisting of bipolar evaluative terms (good-bad; happy-sad; pleased-disgusted...) Questionnaires were administered anonymously and subjects were not aware that different forms existed.

Results: A 2x2 analysis of variance was done for each item (N=100) and for each situation (N=10) with two levels of form (A and B) and two levels of group (students and parents). There were significant differences in the responses to the two forms for six situations and significant group differences for five. The interaction of group and form was significant for two situations. All subjects tended to feel negatively toward Blacks in situations: new family next door. friend becomes engaged, youngster steals, campus demonstration; Students tended to feel more positively toward Blacks in situations: magazine salesman, salesman, stopped by policeman, standing on a bus; The interaction indicated that parents felt more negative than students about: new Black family next door; Black youngster stealing.

Implications: It is concluded that White parents and students tend to have negative and generally similar attitudes toward Blacks, but that there were a number of differences to be noted. The parents' more negative attitude toward Black neighbors is seen as an important difference to be addressed in any race relations program. It is noted that the Black student is too often viewed as a teaching aid to combat White racism, and the desirability of promoting interracial contact in an atmosphere of equality and mutual benefit is stressed.

Notes: Interesting to compare with Greeley and Sheatsley's (1971) findings; Raises important concerns about integration efforts that place Black students in highly hostile settings; It should be allowed, however, that White parents may distinguish between having a Black family next door to them and their son or daughter rooming with a Black student in college. [N.E.F.]

AUTHOR: Sedlacek, William E.
AUTHOR: Merritt, Mary Strader
AUTHOR: Brooks, Glenwood C.
AFFILIATION: Cultural Study Center
University of Maryland

TITLE: National Comparisons of Universities Successful in Enrolling Blacks Over a Five Year Period
PUBLISHED: Journal of College Student Personnel; v16 n1 p57-63
1975

AUTHOR: Sedlacek, William E.
AFFILIATION: Assistant Director of Counseling Center
Research Adviser
AUTHOR: Judy C. Pelham
AFFILIATION: Research Assistant
Cultural Study Center
College Park, Maryland

TITLE: Minority Admissions to Large Univesities: A National Survey
PUBLISHED: Journal of Nonwhite Concerns in Personnel and Guidance;
v4 n2 p53-63
1976

DESCRIPTOR: Demographic Analysis

Procedure: In November 1974 questionnaires were mailed to 110 predominantly White universities throughout the United States. Schools in major athletic conferences and large, independent instituions were included in the sample. Of the 109 schools reporting, 89 (81%) were public and 20 (19%) were private.

Median Black Freshman Enrollment:

Region	1969	1970	1971	1972	1973	1974
North Central	3.0%	3.0%	3.0%	5.0%	5.0%	4.0%
Southern	2.0%	3.0%	3.0%	4.0%	5.0%	5.0%
Middle States	6.0%	8.0%	8.0%	13.0%	13.0%	9.0%*
Northwest	1.0%	1.0%	1.0%	2.0%	2.0%	2.0%
New England	1.0%	2.0%	2.5%	2.0%	3.0%	2.0%
Western States	5.0%	8.0%	6.0%	4.0%	9.0%	4.0%
Median Totals	3.0%	4.0%	4.0%	5.0%	6.0%	5.0%

*(Largest drop in percent of Black enrollment for any year since 1969 was in the Western region which showed a decrease of 5.0% from 1973 to 1974).

[continued]

Comparison of Data for Public and Private Institutions:

Type	N=	Range of Total Enrollment	Median Total Enrollment	Median Freshman Enrollment	Median Black Freshman Enrollment	Special Programs For Blacks	Special Programs For Other Minorities
Public	89	2,723-44.464	14,800	2,800	129 (4.5%)	65%	32%
Private	20	2,100-12,000	5,358	1,302	75 (5.0%)	50%	30%
Total	109	2,100-44.464	13,000	2,685	136 (5.0%)	62%	31%

Implications: It is concluded that the interest given minority admissions has peaked and is now declining. The worsening economic future of higher education is also seen as indicating a particularly pessimistic outlook for minority admissions in the future. It is noted, however that there appear to be several countertrends that may limit the otherwise negative picture. An increase in the number of special programs for minority students, particularly Native American Indians and Spanish speaking Americans, is mentioned as one important development in this direction. [S.E./N.F.F.]

AUTHOR: Selby, James E.
AFFILIATION: East Central Junior College
Missouri

TITLE: Relationships Existing Among Race, Student Financial Aid and Persistence in College
PUBLISHED: Journal of College Student Personnel; v14 n1 p38-40
1973

AUTHOR: Shingles, Richard D.
AFFILIATION: Virginia Polytechnic Institute and State University

TITLE: College as a Source of Black Alienation
PUBLISHED: Journal of Black Studies; v9 n3 p267-290
1979

DESCRIPTOR: Survey report (questionnaire)

Implications: Liberal education and strained interracial relationships are seen as likely to heighten the Black students sense of alienation. Economic deprivation, limited interracial contact, and prior formal education are seen as contributing even more to institutional dissatisfaction and were found to be related to self-abasement. [N.E.F.]

AUTHOR: Silverman, Bernie I.
AFFILIATION: Roosevelt University

AUTHOR: Barton, Florence
AFFILIATION: Illinois State Employment Service

AUTHOR: Lyon, Mark
AFFILIATION: University of Chicago

TITLE: Minority Group Status and Bias in College Admissions
PUBLISHED: Educational and Psychological Measurement; v36 n2 p401-407 1976

DESCRIPTOR: Correlational study report

Results: American College Test (ACT) and highschool graduating class rank were found to overpredict the college level academic performance of the Black students studied, to underpredict that of the Jewish students, and to accurately predict that of the White students.

Notes: An important discussion of the critical issues in testing and prediction is included. [N.E.F.]

AUTHOR: Slaby, Andrew E.
AFFILIATION: Clinical Associate
Saint Elizabeths Hospital
Washington, D.C. 20032

AUTHOR: Sealy, Joan R.
AFFILIATION: Department of Psychiatry
George Washington University Medical School
Washington, D.C.

TITLE: Black Liberation, Women's Liberation
PUBLISHED: American Journal of Psychiatry; v130 n2 p196-200 1973

AUTHOR: Smith, Elsie J.
AFFILIATION: Boston University

TITLE: Profile of Black Individual in Vocational Literature
PUBLISHED: Journal of Vocational Behavior; v6 n1 p41-59 1975

AUTHOR: Smith, William David
AFFILIATION: Department of Afro-American Studies
University of Cincinnati

TITLE: Black Studies: Recommendations for Organizational and National Consideration
PUBLISHED: The Journal of Negro Education; v44 n2 p172-176
1975

DESCRIPTOR: Discussion of issues

Topic of Discussion: The birth and development of Afro American studies is traced from the work of William Wells Brown (1814-1884) to its contemporary emergence at San Francisco State in the late 1960s.

Major Points: The departmental approach is seen as most effective, and it is held that the four vital components for any model are the academic component, the community component, the cultural component, and the evaluative component; Nationalization of Afro-American studies programs is advocated as a way of stimulating more university research and planning, establishing criteria for assessment, adopting universal requirements, improving methods of teaching, monitoring qualifications of faculty, providing program definition, seeking foundation support, and holding national conferences. [N.K.F.]

AUTHOR: Souflee, Frederico
AFFILIATION: Executive Director
Chicano Training Center
Houston, Texas

AUTHOR: Schmitt, Graciela
AFFILIATION: School of Social Work
University of Texas
Austin

TITLE: Educating for Practice in the Chicano Community
PUBLISHED: Journal of Education for Social Work; v14 n3 p75-84
1974

DESCRIPTOR: Discussion of issues

Topic of Discussion: The development and implementation of a training curriculum for compatible and complementary social work practice in the Chicano community.

Major Points: Until the social work profession makes a total and systematic effort to prepare its members at all levels of practice to understand, appreciate and effectively relate to minority groups, the profession will continue to be incompatible with and noncomplementary to Chicano realities; Change strategies must be adopted in the areas of: educating professionals to work in the Chicano community; training paraprofessionals from the community, developing bicultural service delivery systems; existing programs that are discussed: The School of Social Work at California State University, San Jose; The East Los Angeles Mental Health Training Center connected with the USC and

and UCLA Schools of Social Work; The Centro del Barrio of the Worden School of Social Science in San Antonio; The Chicano Training Center (CTC) in Austin; The emphasis and design of the curriculum offered at CTC is discussed in detail and a theoretical model for interactional and interdependent systems is outlined.

Implications. It is concluded that the development of biculturally competent professional manpower will pose considerable challenge to the profession, and that the only hope for change lies in its ability to reassert its leadership obligation to provide guidance in the restructuring of the social order.

Notes: Not a particularly optimistic statement of the problem. [N.K.F.]

AUTHOR: Spady, William G.
AFFILIATION: Associate Professor of Sociology
The Ontario Institute for Studies in Education

TITLE: Dropouts From Higher Education: Interdisciplinary Review and Synthesis
PUBLISHED: Interchange; v1 n1 p64-85
1970

AUTHOR: Spearman, Leonard H. O.
AFFILIATION: President
Texas Southern University

TITLE: Federal Roles and Responsibilities Relative to the Higher Education of Blacks Since 1967
PUBLISHED: Journal of Negro Education; v50 n3 p285-298
1981

AUTHOR: Spurlock, Langley A.
AFFILIATION: Fellow (1976-77)
United States Department of Health Education and Welfare

TITLE: Still Struggling: Minorities and White Colleges in the Mid-Seventies

PUBLISHED: Educational Record; v57 n3 p186-193
1976

DESCRIPTOR: Discussion of issues

Topic of Discussion: While the initial fight against racial discrimination has now dwindled, the goal of full participation by minorities in American higher education remains a challenge.

Major Points: The need is seen for a reevaluation of progress and also for a recommitment of energies to the resistance of direct and subtle racism; Policy questions are posed concerning undergraduate admissions; realistic predictors and choice; needed areas of support; financial aid; graduate and professional schools; guidance needs; financial barriers; increasing the pool of minority professionals; the need for minority adminstrators; and achieving crucial positions.

Implications: It is concluded that "a blend can be reached where minority group aspirations are maximized and when majority as well as minority consciences are satisfied. (N.F.F.)"

AUTHOR: Stake, Jayne E.
AFFILIATION: California State College
Long Beach

TITLE: Effect of Achievement on the Aspiration Behavior of Black and White Children
PUBLISHED: Journal of Personality and Social Psychology;
v25 n2 p187-191
1973

DESCRIPTOR: Quasi-experimental field study report

Subjects: Five fifth-grade classes from a racially integrated school in middle class area of Los Angeles were included in the study. The children ranged from 9 to 11 years of age.

Procedure: The teacher in each class was give a 24-item arithmetic test to administer to the children, and a week later the experimenter visited each class with the results of the test. Before taking a second 24 item test similar to the first one, each child was asked to indicate how many problems s/he expected to answer correctly on the second test. From this procedure a discrepancy score (d) was derived by subtracting the child's score on the first test from the score expected on the second test. A 2x3 analysis of variance was used to compare Black and White children with high, medium, and low performance levels in terms of scores on the first test. All cells were equalized with 12 children in each cell (total N=72).

Results: The effect of achievement level was found to be highly significant; The effect of racial group was not found to be significant; The interaction between race and achievement level was not found to be significant.

Implications: A study by Guggenheim (1969), which reported finding differences in achievement need by race for lower class children, is discussed in light of these results. It is concluded that the success experience appears to be related to a low fear of failure and a high need for achievement, while the failure experience appears to be related more to a high fear of failure and a low need for achievement

Notes: The Guggenheim article is also summarized in this bibliography. [K.R./N.E.F.]

AUTHOR: Stewart, Mac A.
AFFILIATION: University College
Ohio State University
Columbus, Ohio

TITLE: Financial aid Recipients--Appraisel by Race
PUBLISHED: Journal of College Student Personnel; v16 n3 p238-243
1975

AUTHOR: Taylor, Ronald G.
AUTHOR: Roth, John D.
AUTHOR: Hanson, Gary R.
AFFILIATION: University of Minnesota
Minneapolis, Minnesota

TITLE: Experimental Housing and Tutoring: Effects on Achievement and Attrition
PUBLISH: Journal of College Student Personnel; v12 n4 p271-276
1971

AUTHOR: Taylor, Ronald L.
AFFILIATION: University of Connecticut

TITLE: The Orientational Others and Values Preferences of Black College Youth
PUBLISHED: Social Science Quarterly; v57 n4 p797-810
1977

DESCRIPTOR: Survey report (questionnaire)

Subjects: An instrument designed to measure value orientations and to identify orientational others was administered to 162 Black students attending a large, New England state university. The sample was not random but constituted most of the estimated 175 250 Black undergraduates on the campus. Most of the students were from working class or low income families. Their ages ranged from 18 to 27, and there were 75 freshmen and sophmores, 43 juniors, and 44 seniors. Males represented 46% of the group and females 54%. In demographic terms the sample did not appear to differ significantly from Black youth attending other similar institutions.

Procedure: Students were asked to rate (on a five point scale) 12 interests and activities in terms of the degree of importance they were expected to have in life after graduation. They were also asked to indicate orientational others (whose opinions and evaluations matter most to you as a person) and role specific significant others (whose opinions and evaluations matter most to you as a student) and to explain how these individuals influenced them.

Results: In the value orientations rankings the modal pattern of preference for males was found to inlude: career, economic security, participation in community and national affairs: For females it included: family, economic security and career; Religious values, social life, and entertainment (including sports) were generally not high ranking values; The question about orientational others elicited 831 responses, which for the vast majority of students (90.3%: 94.5% of the males/86.1% of the females) included family members; After family members famous persons were most often listed by males (76.9%) and friends were most often listed by females (50.8%); For the role specific significant others 494 reponses were elicited with most students (54.2%: 62.1% of the males/48.5% of the females) listing university administrators; Faculty were also mentioned by a large number of students

(53%: 54.9% of the males/53.1% of the females). Family members were considered most influential in the area of personality development, personal philosophy and world view while university administrators seemed to exert most influence in the areas of career choice and plans, intellectual development, and in the development of social and political awareness.

Implications: The special role of the Black administrator and the importance of special service and support programs for Black students is discussed. Although faculty were perceived as having influence only in the area of intellectual development, the marked tendency of students to mention them as significant others is taken as evidence of improved relations between Black students and White faculty. This is attributed to an increased sensitivity to these students' needs on the part of the faculty along with increasing professional orientation on the part of the Black students. [W.E.F.]

AUTHOR: Terenzini, Patrick T.
AUTHOR: Pascarella, Ernest T.

AFFILIATION: Syracuse University
Syracuse, New York

TITLE: Voluntary Freshman Attrition and Patterns of Social and Academic Integration in a University: A Test of a Conceptual Model

PUBLISHED: Research in Higher Education; v6 n1 p25-43
1977

DESCRIPTOR: Correlational study report

Procedure: A randomly selected group of 379 freshmen enrolled in the College of Arts and Sciences at Syracuse University received a mail-in questionnaire during the Spring of 1975. The students were asked to describe their academic and nonacademic programs using an adjective rating scale consisting of 24 terms (e.g. good, enjoyable, boring, practical, interesting) to be rated on a four point scale (1=extremely, 2=very, 3=somewhat, 4=not at all). They were also asked to indicate the number of times during the spring semester they had met informally with a faculty member for ten minutes or more outside of class and the number of organized extracurricular activities in which they had participated during the year.

Results: When the 63 students who had voluntarily withdrawn by Fall 1975 were compared with a random group of 60 stayers, it was found that stayers had had more positive perceptions of both their academic programs, and their social lives in the university; Structural integration (as measured by GPA) was not generally found to be higher for stayers, nor were the groups found to be initially different in academic aptitude; Stayers were found to have a higher level of normative integration (as indicated by their reporting of significantly more informal contacts with faculty and finding nonacademic life significantly more demanding and challenging); Stayers were not found to be more active in extracurricular activities than leavers, however. When factor analysis using canonical rotation was performed on the complete data set these findings were futher supported; by using discriminant analysis it was further determined that the demand/challenge factor was even more powerful in discriminating between stayers and leavers than the faculty contact factor.

Implications The findings are taken as a validation of Tinto's model of college student attrition according to which integraton in both the social, and academic systems of the institution is seen as functionally related to student retention. Some suggestions are made regarding ways to encourage faculty interaction with students (e.g. providing small budgets to defray the costs of faculty entertaining students in their homes). It is noted, however, that such a complex issue cannot be meaningfully addressed in terms of a single area, and the need for further research attention to the areas of student peer and faculty peer interaction is also suggested. [J.L./N.E.F.]

AUTHOR: Terenzini, Patrick T.
AUTHOR: Pascarella, Ernest T.

TITLE: Towards the Validation of Tinto's Model of College Student Attrition--A Review of Recent Studies
PUBLISHED: Research in Higher Education; v12 n3 p271-282
1980

AUTHOR: Thomas, Gail E.
AFFILIATION: Center for Social Organization of Schools
John Hopkins University
Baltimore, Maryland

TITLE: Race and Sex Differences and Similarities in the Process of College Entry
PUBLISHED: Higher Education; v9 n2 p179-202
1980

AUTHOR: Toupin, Elizabeth Ahn
AFFILIATION: Office of the Dean of Students
AUTHOR: Luria, Zella
AFFILIATION: Psychology Department
Tufts University

TITLE: Coed Housing: A Conflict for Black Parents?
PUBLISHED: Journal of College Student Personnel; v16 n5 p395-399
1975

DESCRIPTOR: Longitudinal survey report (questionnaire)

Procedure: The housing requests of incoming freshmen at a large Eastern university were studied over a three year period (1974-1977).

Results: For three groups (White males and females, and Black males) two thirds of the students were found to prefer coed living; For Black females two thirds of the students were found to prefer unisex housing.

Implications: Reasons for this difference are discussed including: parental disapproval; concern with meeting eligible Black men in a positive marriage-inducing setting; negative value tone of coed housing due to associating it with early sexual experience and lower class mores (which are rejected by educationally mobile Black women); and a realistic appraisal of the market for marriageable Black men (in 1970 the ratio of Black men to Black women between the ages of 25 and 64 was 84.6 males for every 100 females, for Whites it was 95.3 males for every 100 females with 23,566 marriages of White men to Black women as compared to 41,233 marriages of Black men to White women); Unisex housing is said to be seen by Black women as "a group setting with others sympathetic to and knowledgable about their social-sexual-career dilemma. [N.F.F.]"

AUTHOR: Turner, Paul R.
AFFILIATION: Associate Professor
Chair of the Linguistics Committee
University of Arizona

TITLE: Academic Performance of Mexican Americans
PUBLISHED: Integrated Education; v11 n3 p3-6
1973

DESCRIPTOR: Case study report

Procedure: A highschool English teacher was asked to identify six students of Mexican American background that he considered successful and six that he considered unsuccessful. Home interviews were then conducted with the students and their parents after which other teachers were also asked to evaluate the students in question.

Results: The author noted six factors that were seen as effecting success including family size, financial condition of the family, condition of the home, language facility of the student in English, and number of high school dropouts in the family; The students who were termed successful thought being good in school meant behaving well, and their parents were found to overstate their academic performance (considering C or sometimes even D to be a good grade); Teachers were found to be cooperating in this process by adjusting grades to reflect classroom behavior rather than general academic standards.

Implications: It is concluded that these students cannot begin to compete with middle class Anglo students without extensive remedial help. It is further suggested that the parents should agitate until their children are equally pepared to function in society. [N.F.F.]

AUTHOR: Vela, Joel F.
AFFILIATION: Office of Evening Programs
North Lake College
Dallas County Community College System

TITLE: A Comparison of Chicano and Anglo Perceptions of the University Environment
PUBLISHED: Journal of College Student Personnel; v18 n6 p482-486 1977

DESCRIPTOR: Survey report (questionnaire)

Procedure: The College and University Environment Scale (CUES) was administered to all of the 61 Chicanos who were upperclassmen at the University of Wyoming and to a random sample of 100 Anglo students who were also upperclassmen there.

Results: Chicano students were found to score higher on practicality than were the Anglo students; Male students were found to score higher on practicality than were female students; Both racial groups tended to perceive the climate in similar ways, but sex differences were found.

Implications: Assimilationism is discussed, and it is noted that the Chicano student may have special problems as "an invisible minority." [N.E.F.]

AUTHOR: Warriner, Clell C.
AUTHOR: Foster, Dorothy A.
AUTHOR: Trites, David K.
AFFILIATION: University of Oklahoma
Norman

TITLE: Failure to Complete as a Family Characteristic: A College Sample
PUBLISHED: Journal of Educational Research; v59 n10 p466-468
1966

DESCRIPTOR: Correlational study report

Results: Data was analyzed for 1,089 males and 666 females who had entered the University of Oklahoma in 1962. It was found that freshman males whose fathers and/or mothers had failed to complete their schooling were more likely to withdraw voluntarily or flunk out of college than were males whose parents had completed school; Freshman females whose fathers had failed to complete their schooling were found to be much more likely to withdraw voluntarily than were females whose fathers had completed school. [N.E.F.]

AUTHOR: Westbrook, Franklin D.
AUTHOR: Smith, Joel B.
AFFILIATION: University Counseling Center
University of Maryland
College Park, Maryland 20742

TITLE: Assisting Black Resident Students at a Predominantly White Institution: A Paraprofessional Approach
PUBLISHED: Journal of College Student Personnel; v17 n3 p205-210
1976

DESCRIPTOR: Case study report

Implications: A peer counselors program was offered at the University of Maryland during the spring semester of 1973 in which 23 male and female residence assistants were trained to give broad range assistance to Black dormitory residents. The trainees were juniors and seniors, and the primary focus of the program was on referral to Black faculty and staff who would assist the students with certain specified problems. It is reported that the objective of serving appreciable numbers of students over a long period of time appears to have been accomplished (with an average of 19 peer counselors over the life of the program reporting an average of three contacts a semester). The merits of training peer counselors broadly as opposed to in depth are discussed along with recommendations for future research.

Notes: There is no indication of the race of the peer counselors, which seems to be an important piece of information to have in assessing the overall impact of the program. [N.E.F.]

AUTHOR: Williams, Vernon
AFFILIATION: University of Nebraska

TITLE: Difficulties in Identifying Relatively Permanent Charactersitics Related to Persistence in College
PUBLISHED: Journal of Counseling Psychology; v13 n1 p108 1966

AUTHOR: Williams, Vernon
AFFILIATION: Counseling Psychologist
University of Nebrasks Counseling Service

TITLE: The College Dropout: Qualities of His Environment
PUBLISHED: Personnel and Guidance Journal; v45 n9 p878-882 1967

DESCRIPTOR: Discussion of issues

Topic of Discussion: Environmental dimensions relevant to the learning process that are seen as effecting college student adjustment.

Major Points: Several dimensions are hypothesized including structure, intellectuality, involvement, and scholastic aptitude; Peers and significant adults are represented as agents of society who may reinforce college student behavior; It is noted that "A student is more likely to leave college when behavior reinforced by his college environment is incompatible with behavior previously reinforced," and that if potential dropouts have developed incompatible behaviors they must learn to substitute new behaviors for anxiety in response to ambiguity.

Implications: It is suggested that the belief that higher education is essential to attainment of the good life must be challenged and that there is a need for more research on the ways students find to reduce their own conflicts, since counseling and psychotherapy are not cost effective.

Notes: One of the few articles that clearly advocates a developmental approach to understanding student adjustment problems and emphasizes the legitimacy of the student's experience and perspectives. [N.E.F.]

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AUTHOR:            Willie, Charles V.
AUTHOR:            Levy, Joan D.
AFFILIATION:       Syracuse University
                   Syracuse, New York

TITLE:             On White Campuses Black Students Retreat Into Separatism--
                   Black Coed Says "White Boys Are Afraid of Us"
PUBLISHED:         Psychology Today;  v5 n10  p59-62, 78-80
                   1972

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AUTHOR:            Willie, Charles V.
AFFILIATION:       Harvard University Graduate School of Education
                   Cambridge, Massachusetts 02138

TITLE:             Black Students in Higher Education:  A Review of Studies
                   1965-1980
PUBLISHED:         Annual Review of Sociology;  v7  p177-198
                   1981

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